

7-1972

Regis Round-Up Magazine, Vol 18 No 2 July, 1972

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"Regis Round-Up Magazine, Vol 18 No 2 July, 1972" (1972). *Regis Alumni Publications*. 63.
<https://epublications.regis.edu/roundup/63>

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Regis

ROUNDUP

JULY, 1972

MAGAZINE



Commencement 1972

Regis Roundup Magazine, published by the Regis College Public Information Office, West 50th and Lowell Boulevard, Denver, Colorado 80221. All materials, letters, changes of addresses should be mailed to this office.

Philip E. GauthierEditor

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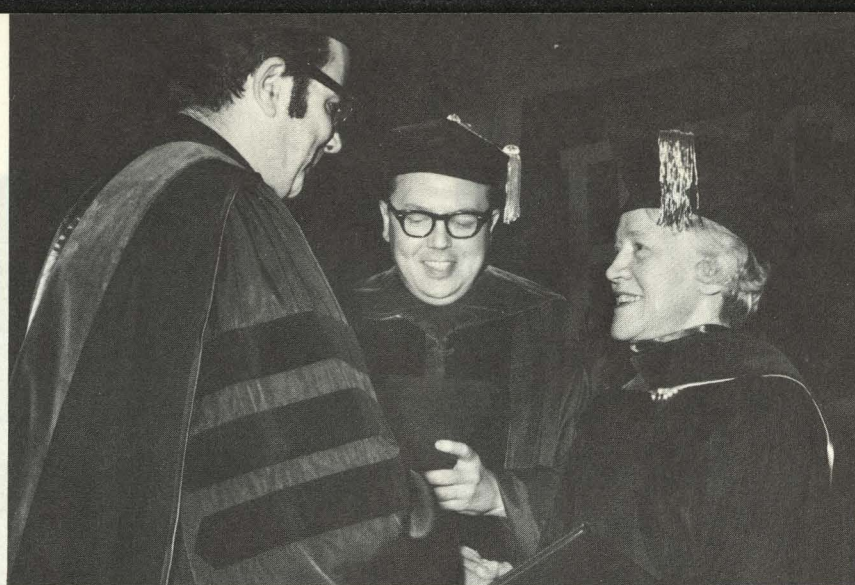
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Photo Credits: Baccalaureate Mass, page 4, graduating seniors,
page 6, Andrew J. Martelon, Jr.; all others by Joseph's.

Commencement Stresses Female Presence on Campus

'Pioneer' Coeds Among 165 Regis Degree Recipients



U.S. Senator Margaret Chase Smith, 1972 Regis College Commencement speaker, receives Honorary Doctor of Laws degree from Father Thomas J. Casey, S.J., Acting President, left, and Father Eugene E. Grollmes, S.J., Dean.

There was little doubt that Regis College's 1972 commencement was intended to stress the female presence on campus. No one objected really for it was recognition appropriate to the achievement.

The ceremony marked the graduation of 165 seniors, including 18 coeds who had helped pioneer Regis' change to a coeducational status four years ago. Maricela Sepulveda, of Denver, the first girl to apply and attend Regis after the change in its status, was among the degree recipients.

The commencement speaker was The Honorable Margaret Chase Smith, U.S. Senator—Maine. Her topic was "Generation Interdependence." There was a rose for each of the coed graduates. And coincidentally, it was Mother's Day.

Degrees were presented by Father Thomas J. Casey, S.J., Acting President of the College. The candidates were presented by Father Eugene E. Grollmes, S.J., Dean of the College.

Forty-six of the Regis degree recipients graduated with honors, 18 cum laude, 20 magna cum laude and eight summa cum laude. Fifty-one persons have graduated summa cum laude from Regis since 1931.

Regis conferred an Honorary Doctor of Laws degree upon Senator Smith, citing the veteran legislator for her public service which "has been more than work done honestly and efficiently" and for her complete and courageous dedication to the people of the nation as well as to the State of Maine. Senator Smith has been a member of the U.S. Senate since 1949 and is the only woman serving in the Senate today and the only woman who has served in both houses of the U.S. Congress. The text of her remarks appears on page 5.

Members of the graduating class were among the program's major participants. Senior Class President Robert P. Wujtowicz was the master of ceremonies. Virginia A. Roberts offered the invocation and William T. Hart the benediction.

Impressive to the audience at the exercises concluding Regis' 94th academic year were remarks of Michael T. Sullivan. They are noted on pages 6-7.

In his remarks, Father Casey called for a renewed resolve by each of us to strive to achieve a purposeful living of the days and years ahead.

"If we are to give purpose to our lives we must commit ourselves to a fundamental belief about the meaning of our existence as members of the human family. I submit that our Catholicism — or more properly our Christian commitment — provides such a foundation for our lives," Father Casey said.

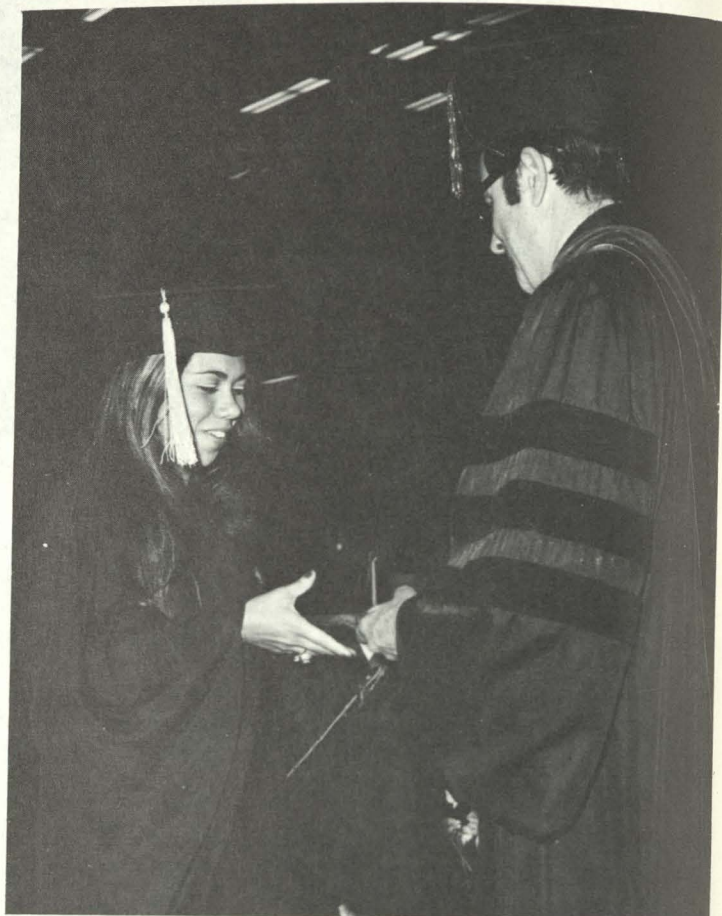
He offered special appreciation to "you young women who courageously integrated Regis four years ago" and reiterated his previously stated "confession" that "I like young people." (See story on page 12.)

At the request of Senator Smith, remarks of Father Casey, Miss Roberts and Messrs. Sullivan and Hart have been placed in the Congressional Record — Senate, of May 23, 1972.

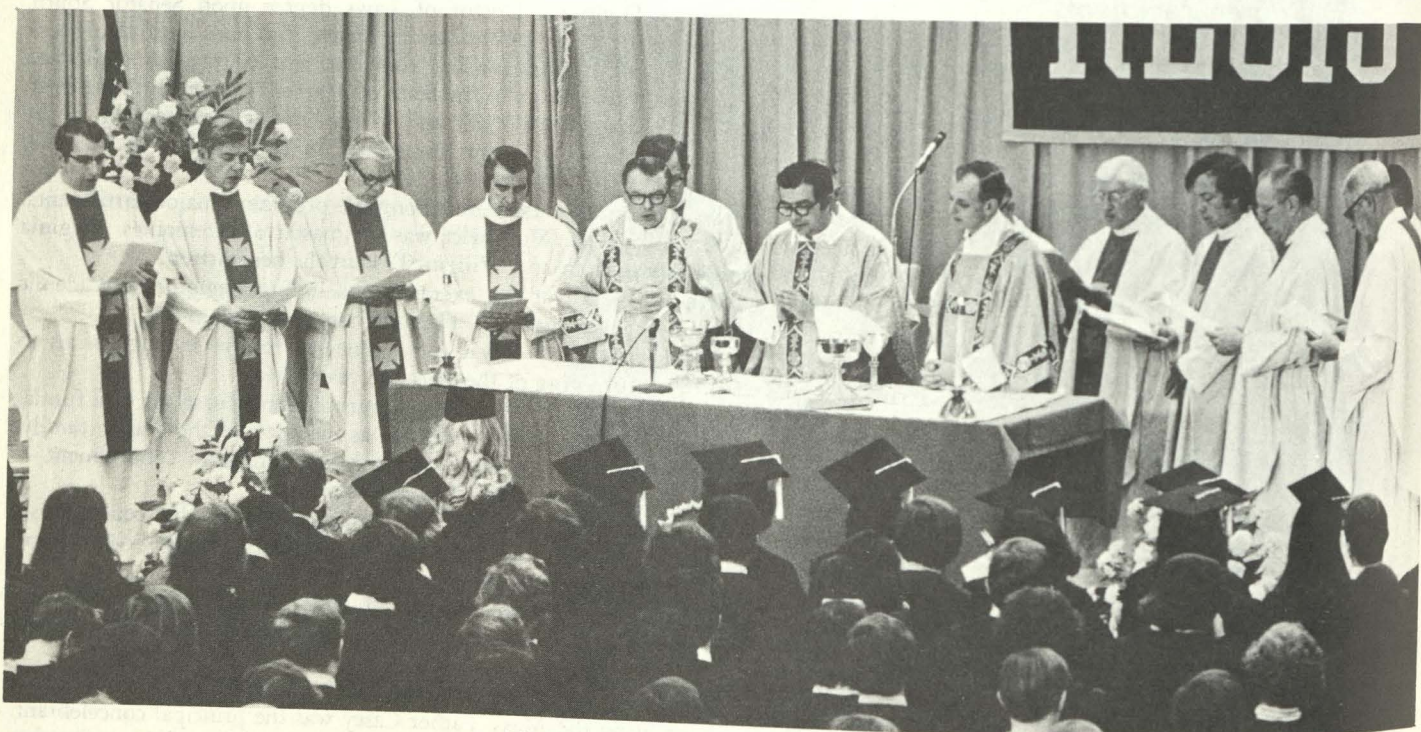
Baccalaureate services were held Saturday, May 13, with 15 priest-members of the faculty concelebrating the Mass. Father Casey was the principal concelebrant. The Mass homily was given by Victor A. Caponera, also a member of the graduating class.

An Historic Moment

was recorded at Regis College during the 1972 commencement exercises. Father Thomas J. Casey, S.J., Acting President, presented a degree to Maricela Sepulveda, of Denver, the first girl to enroll and attend classes at the College after its change to a coeducational status in 1968. Seventeen other "pioneer" coeds were among the graduates.



Baccalaureate Mass



Fifteen priest-members of the Regis faculty and administration concelebrated the 1972 Baccalaureate Mass held in the Regis Fieldhouse. Father Casey was the principal celebrant. Victor A. Caponera gave the homily and Thomas S. Prater was the lector. Both were members of the graduating class.

Margaret Chase Smith

A Gracious Lady



Senator Smith's Commencement Remarks —

Mr. President, Trustees, Members of the Faculty, Graduates of 1972, Parents and friends of Regis College:

I deeply appreciate the honor Regis College does me. I have looked forward to this day with the 1972 graduating class. Your degree received by you today is certification of your education. I commend and congratulate you.

But I would counsel you that the hallmark of an educated person is his or her capacity to communicate with those who dissent.

We lament the lack of communication with each other, but too many of us want to shout and not listen to the other fellow.

It is high time we stop, look and listen, whether we are old or young, black or white, Asian or American, Democrat or Republican — in or out.

In these turbulent times, when basic concepts, mores, patterns and values are being so keenly and even violently challenged, our greatest national need is UNITY. When we determine priorities let us put Unity first, even ahead of individual liberty that too many piously cloak over acts of violence and nihilism.

What about this UNITY that we so greatly need, individually and collectively, for ourselves, our society and our nation? We know what it is — but how do we even try to achieve it?

The first thing is to start being civil to each other — and speaking of civility, historians point out that it takes centuries to create a civilization; it takes only a generation, yes, even as little as a year, to destroy it.

After we start being civil to each other — then we had better start communicating with each other. But in that process of communicating with each other in order to make it effective, productive and meaningful, we need to establish a high degree of credibility. In short, we had better — each and every one of us, old and young alike, start being civil, communicative and credible.

The desired UNITY should start right back in the home and with the family.

We must unite mature counsel with young ideas if we are to achieve unity, we elders must recognize that some of the so-called "wild" initiatives of youth have produced some greatly needed reforms and remedial actions from legislative chambers and executive offices. This has so effectively been pointed out by Doctor Ariel Durant, the distinguished historian.

But like communication, in order for unity to be achieved it must be a two-way process. Young people must learn to listen as well as to speak. We of the older generation must realistically recognize and give proper credit to the imaginative innovations of youth just as youth should not discount the values of traditions.

We of the older generation must not dampen the ardor of experiment advocated and practiced by youth — just as youth should not disregard the valuable experience that we elders can contribute.

The unity we must strive for is the fusion of youthful experiment with older experience. Finally, in achieving desperately needed unity for ourselves, our people and our beloved nation, let us not forget and let us recognize that we are the most fortunate people in the history of the world in being citizens of the greatest nation in the history of the world.

In these troubled times, when we read and hear so much of the shrill and violent degradation of our way of life and the degradation of our government, the old adage of "see no evil, hear no evil, speak no evil" may seem to have been replaced in vogue with a new creed of "see no good, hear no good, speak no good."

Let us not forget that no people in the history of the world have enjoyed so much freedom and liberty and unabridged exercise of the right of dissent as have Americans.





A COLLEGE GRADUATE SPEAKS:

'Change the World- One Clod at a Time'

By Michael T. Sullivan

"Today is May 22, 1968. It is really no different than yesterday was. Nor is it any different than tomorrow will be. The sun has been rising in the east and setting in the west and will most probably continue to do the same. Yet, in recent months we seniors graduating here tonight have been taking a closer look at our lives and futures, not anymore as kids rising from bed in the morning, wandering through the schoolday, and falling into bed at night, but as young men and women setting out with a determination to make this world a better place in which to live."

Four years ago as a senior in high school, that seemed like a rather gallant paragraph with which to begin when I had the opportunity to speak at my high school graduation.

In recalling some of these things previously said, I found it very disturbing to see that so many of these ideas, spoken by an immature, idealistic high school senior were still very applicable and could easily again be said by a yet immature but possibly not quite so idealistic college senior.

I ask myself why are these things still so applicable. Possibly we have built for ourselves here at Regis a stagnant environment where we not only could not grow but did not even want to grow. Or possibly the entire college and university system is somewhat of an escape from education... Or possibly just because these ideas are so general they will always be applicable to any age group in any environment. Regardless, the evaluation of our years here at Regis can only be made on an individual level.

What is it, though, that can again be said? Too often many of us, possibly all of us, can easily fall into the category of — which we will call for lack of a better word — "Joe Good-guy." We pay our taxes, go to church on Sundays (at least once in a while), never do anything too seriously wrong, and enclose ourselves in our own little protective bubble of personal

interests. In doing this, it is not difficult for us to lose sight of the vast world around us — a world that is in a state of chaos. And unless we pop our bubbles before it is time to leave this confusion for good, we might never find out what life is all about, life that is lived to the fullest.

Today's world truly is a terrifying place, full of injustice, war and poverty. But no matter how harsh, how irrational, how terrifying a place this world is, it is the only world we've got. So as young adults, one of the first decisions we face is how to cope with it.

One quick solution might be to drop out altogether. The route for this escape need not only be in alcohol or reality-blunting drugs. More often this escape may be a luxury hideaway or even a city's suburb where life centers around the daily bridge or golf game and a jug of martinis. These dropouts thrive off the society in which they live, but assume no responsibility for it.

A second solution might be not to drop out of the world, but to flee from it in order to find some new Utopia of peace free from the world's problems. The fallacy in this solution is that the frontiers are gone; there are no longer places to run because the world's problems have infested nearly every corner of its immensity.

Then there are some active and idealistic young people who believe that the world can be changed only through force. Since this society is hopelessly bad, they advocate smashing it and building something better on its ruins. But it is only a matter of time before the evils which these violent revolutionists fought so valiantly to overthrow sprout up again from the seeds of their ruins.

Another solution does remain, and that is to try to change the world gradually, one clod at a time. This method is neither grand nor glorious; its results are not found in bold headlines; it demands patience, hard work and unlimited enthusiasm. Granted, reforming the world in this way usually presents ten new problems for every one conquered. Yet, by facing these realities, men can not only improve the lot of all mankind but also find true meaning in their own lives, and what can be more important than this? We are left to make the choice — to drop out, to flee, to revolt, or to change gradually. And for our own sake as well as the world's may all of us make this last strategy a vital part of our adult lives.

For the heroes of our generation will not be the dropouts, the escapees or the professional revolutionists; but the heroes will be the peacemakers who strive to erase the hatred between men, the racial prejudice in the community and the international distrust among nations; the heroes will be the young parents who from the day their firstborn comes home, foster in those homes the healthy attitudes which are so very necessary if all races, colors and creeds are ever to live together in harmony; the heroes will be the young people who while they are still free voluntarily give themselves to the underprivileged at home and abroad in order that the extreme poverty which exists may be just slightly lessened; the heroes will be the writers and artists who fire up our generation to meet the tasks ahead of us; maybe the heroes should be the men throughout the world who have left their homes to risk their lives that freedom may survive, but there are those who believe that Vietnam has proved this to be wrong; and finally, the heroes will be all the deeply concerned men and women who contribute only their prayers to our world reformation.

In surveying our futures it might do us well to toss the word "contentment" out of our thinking. For there can and should be no such thing. Nor can we ever do our share and then quit. For when we put any limit on our service to others we are doing nothing other than prohibiting ourselves from partaking in the greatest happiness, the greatest self-satisfaction that this life can bring. If we want to accomplish our mission we can never let ourselves become so comfortable that we lose sight of the human misery which flanks us on all sides. And unless we are to assume our roles now while we are young, our minds can easily settle into a state of lifelong dullness.

Both as Americans and as Christians, and just as human beings, we have taken on the conviction that in all men there is some value. As in a seed, this value may remain dormant unless it meets the right conditions. Our greatest challenge is to secure these conditions.

The struggling peasants who can't defend themselves against bitter and unjust aggression, the sick in every corner of the earth whom medication has never reached, the hungry who are begging for food, the ghetto children who face this world with their hands and feet tied together from the very start, the Vietnam veterans who return to an unsympathetic homeland with no jobs awaiting them, the unwed mothers who often are completely ostracized from society — these are just a few cases that are crying for our involvement and that can provide each of us with an immediate challenge.

We cannot afford to be discouraged by the difficulty of these problems. If they were easy, they would have been solved a long time ago. To solve them will take moral courage, intelligence and stamina.

At no time in our history has there ever been a greater need for these qualities, especially in the young people, the generation of which we are a part. If in 50 years we look back over our lives and cannot see that we have made this world a better place in which to live, cannot point out people who have profited by our existence, and cannot have attained any great self-satisfaction in life itself, then won't it have almost been a waste of time? A waste of work? A waste of life?

Today is May 14, 1972. It too is really no different than yesterday was. Nor is it any different than tomorrow will be. The sun again rose in the east and will set in the west, and will most probably continue to do the same. Today most of us had no more purpose for living than we had yesterday.

But tomorrow we can, if we want. We have all been brought up with the teaching that the acknowledgment of our faults and shortcomings is always good for our souls, but at this time it again seems as it seemed four years ago, that an honest rethinking of our purpose in this world might be even better.

Michael T. Sullivan, a *summa cum laude* graduate, was one of several seniors addressing the 1972 Regis College commencement audience. The accompanying article contains major excerpts from his remarks.



Civis Princeps 1972



Named First Citizen at Regis College's 1972 Civis Princeps Awards Banquet were from left, S. R. DeBoer, Ann Daniels Love and Ralph B. Mayo, Sr.

A classical tradition of the Roman Empire was re-enacted during the 14th annual Regis College Civis Princeps Awards Banquet April 29 at the Denver Hilton Hotel.

Regis College awarded its Civis Princeps — First Citizen — medal and citation to three distinguished Coloradans during the ceremonies, attended by over 250 Denver civic and social leaders. The awards are fashioned after Civis Princeps honors conferred on Roman citizens who had achieved outstanding success in their field.

Named First Citizens by Regis were: Ann Daniels Love, Colorado's First Lady, First Citizen of Culture; S. R. DeBoer, nationally recognized city planner and landscape architect, now retired, First Citizen of Community Service; Ralph B. Mayo, Sr., retired accounting executive, First Citizen of Professional and Civic Service.

Regis also presented its Distinguished Service Citation to the Denver Museum of Natural History. The award was accepted by Allan R. Phipps, President of the Board of Trustees and Acting Director of the Museum.

The awards presentations were made by Father Thomas J. Casey, S.J., Acting President of Regis, and Dr. Walter Orr Roberts, Chairman of the Awards Evaluation and Selection Committee.

Roger D. Knight, Jr., 1972 Banquet Chairman, presided at the program. Main speaker at the event was Father Paul C. Reinert, S.J., President of St. Louis University. (See story, pages 10-11.)

Among the head table guests at the Banquet were Gov. John A. Love; Denver Mayor William H. McNichols; John F. Sweeney, Chairman of the Regis College Board of Regents; the Rev. Msgr. Gregory Smith, Vicar General, Archdiocese of Denver.

The Banquet marked the first Denver public appearance of Father David M. Clarke, S.J., President-Elect of Regis College, who spoke briefly during the program. He will assume his duties at Regis on August 1.

Ann Love was cited by Regis as exemplifying a noble heritage of selfless service in the interest of conserving human resources and natural treasures and "for public spirited benevolence and continuing dedication to the cultural and human enrichment opportunities for all Coloradans."

A native of the Centennial State, Mrs. Love serves on many civic and charitable boards — limitless causes affecting the lives of her fellow man. It was noted she has opened the Governor's mansion to visitors and as First Lady has increased her commitment to enhancing the beauty of all Colorado.

S. R. DeBoer was honored by Regis for the indelible personal mark he has placed on his adopted state and country. Since 1910 he has served as landscape architect, city planner and "ecological oracle extraordinaire" for institutions, private estates, subdivisions, schools and cities almost without number throughout the entire western United States. He is perhaps more



Allan R. Phipps, President of the Board of Trustees and Acting Director of the Denver Museum of Natural History, accepted Regis College's Distinguished Service Citation presented to the Museum at the Banquet.

Civis Princeps Scenes...

Father David M. Clarke, S.J., new Regis President, made his first Denver public appearance at the Banquet . . . introduced by Father Casey as Father Paul C. Reinert, S.J., the guest speaker, looks on. Father Clarke assumes his duties as Regis President August 1, 1972.



Mr. and Mrs. Roger D. Knight, Jr.
... Mr. Knight, a member of the
Regis College Board of Regents,
served as General Chairman of the
1972 Civis Princeps Banquet.

responsible than anyone else for Denver's park and parkway system and the Denver Botanic Gardens.

Of Ralph B. Mayo, Sr., Regis noted that "time only magnifies his accomplishments. He spreads his spirit and talent like seed into the wind and the flowers bloom in profusion."

In his professional life Mr. Mayo has exemplified the highest standards of excellence. In his personal life he has benefitted thousands of Coloradans through unselfish service to scores of organizations. Particularly noted were his service to the University of Denver as a Trustee and Executive Committee member; the Iliff School of Theology as Trustee and President of the Board; and the Denver YMCA, as President and 50 years service on the Board.

In presenting its Distinguished Service Citation to the Denver Museum of Natural History, Regis noted the Museum as "an institution dedicated to the diffusion of knowledge in the natural history sciences through field work, research publications and exhibits."

The Museum is recognized internationally for excellence and scientific contributions of its displays of dinosaur and fossil mammal skeletons and its expanding collection of American Indian materials.

The Regis Civis Princeps awards were established in 1958. There have been 53 previous recipients of the First Citizen award and the College has honored 11 businesses and institutions with its Distinguished Service Citation.

Among Special Speakers Were . . .



Governor Love



Mayor McNichols



John F. Sweeney



Msgr. Smith



Dr. Roberts



Penny Dempsey, Regis College student body President, is introduced to Gov. Love by Father Casey.



For Whom The

By Robert K. Tweedell

I BRING a rather gloomy message of impending doom, the speaker said.

The message: A major sector of the American system of higher education is in danger of falling apart.

The speaker: Father Paul C. Reinert, S.J., president of St. Louis University and chairman of the Association of American Colleges.

Father Reinert, who was in Denver to speak at Regis College's annual Civis Princeps banquet, (he is a native of Boulder and a graduate of Regis High School), is the author of a new book which outlines the problems besetting private colleges and universities, and suggests some solutions.

The book is "To Turn the Tide" (\$3.50, Prentice-Hall, Inc., Englewood Cliffs, N.J., copyright 1972).

It begins:

"We all know that higher education in our land must change drastically, but a major sector of the American system of higher education will not be around to change unless some short-range — in fact immediate — measures are adopted for its rescue and renewal.

"The sector in imminent danger of collapse is our private one — the 1,500 independent colleges and universities currently educating one out of every four of the young men and women on our campuses. The threat: bankruptcy. The malaise of fiscal deterioration infecting these institutions may weaken them to the point of no return."

Father Reinert is no Johnny-come-lately as an education prophet: Eleven years ago, he told a group of educators in Los Angeles that the nation's privately-supported colleges and universities were headed for financial collapse.

A self-described "curable" optimist, Father Reinert has no illusions about the size of the task. His book, he said in an interview, is aimed not only at the public, but also at college and university trustees, and legislators, many of whom "obviously are terribly uneducated about the problems."

The book which is addressed to these problems of education and un-education is based on Project SEARCH, a nationally-

oriented effort to conceive a course of action to solve the financial dilemma of the private sector of higher education and achieve the strong, pluralistic public-private higher educational system that Father Reinert — and a host of other educators, public officials, laymen, etc. — believes is best and in both the short and long run the least costly for the nation.

Father Reinert approached his task with four assumptions with which most Americans will agree:

- The United States should maintain an excellent system of higher education, affording rich opportunities for the personal development of its young people and giving high national priority to the advancement of learning.

- The system should be diversified: Programs should meet the needs of students of various backgrounds; healthy academic independence should be maintained by having both private and public institutions; sources of support should be diverse, so that no interest group can dominate higher education.

- Higher education should be available to all who have the capacity and desire; there should be no barriers put up by finance, race, religion, place of residence or academic background.

- Students should have free choice of educational programs and institutions within the limits of their qualifications.

Acceptance of these assumptions, Father Reinert says, leads to these questions:

What should be the priorities and the methods of funding higher education, especially the private sector?

How should this funding be borne by the student, his family, by other private sources, by the state and the federal governments?

How can these priorities and their appropriate funding be implemented before it is too late? Put differently, what are the minimal essential support programs necessary to buy time for the survival of our independent colleges and universities until

Editor's Note: The writer of "For Whom The School Bells Toll" is a member of the editorial page staff of The Denver Post. Mr. Tweedell's interpretative work was featured in the May 14 Sunday Perspective section of The Post and is reprinted here with permission and with special thanks from Regis and private higher education in general.

long-range recommendations and legislation can have an effect?

"The prime responsibility for sustaining our pluralistic system of higher education belongs with the states," Father Reinert says. "There was complete agreement among our Project SEARCH participants that the states should continue in their historic central role as determinants of how the postsecondary education needs of citizens are met.

"The degree to which the various states discharge their responsibility varies widely. A few have adopted comprehensive programs for full use of their higher education resources, both public and private, with state aid programs for both students and institutions in the private sector.

"At the other extreme, 15 of the states — among them Colorado and Missouri — take no account of their resources in the private sector and offer no aid to preserve a healthy pluralism."

Continuing, he says that "Immediate federal action is imperative to preserve the pluralistic system. Federal aid should be supplementary, but, until more of the states do a better job of fulfilling their obligation, the supplementary role of the federal government will undoubtedly have to be a substantial one . . . What is required is a new form of federal assistance that will focus simultaneously on both the students and the institutions."

School Bells Toll

He is hopeful — and “curably” optimistic — that a federal aid program will be authorized by Congress this year. Bills are pending in both the Senate and the House, and Father Reinert believes compromise legislation will pass.

Finally, speaking primarily to college regents and trustees, administrators and faculty members, Father Reinert declares that “neither state nor federal aid can save our pluralistic, public-private system of higher education unless we take some difficult but essential steps to put our own houses in order.”

Within no more than two or three years, he says, every private institution operating with a deficit must return to a balanced budget, and this must be done without sacrificing academic quality.

In addition, Father Reinert says that if private institutions are to preserve and renew their vitality, they must also give “some hard thought to defining basic goals.”

In “To Turn the Tide,” he writes that Project SEARCH left him with the disturbing impression that there is “deep-set doubt and misgivings about higher education in general, and especially private higher education. There was serious questioning of the existence of any real difference between private and public institutions, about whether the nation could justify the expense and effort of maintaining the private sector.”

There is no doubt in Father Reinert’s mind that the private sector can be maintained, and that it is not only desirable but necessary to do so.

The issue, he emphasizes, is not whether we can, but whether we will.

Arguing that we should, he says, “with the preservation of the private sector, we save a potentiality. There is the potentiality that the private sector can be different — even very different — and the potentiality that as independent schools, theirs will be a distinctive contribution . . . This potentiality is part and parcel of independence, and all-important. Once gone, it is gone forever.”

Father Reinert puts it in another way: “The difference lies in this: and I refer

to the worthwhile private schools — the independent institution still pays respect to a value system. Such values are very much alive and well on the campuses of many of our independent institutions . . . The type of private college or university I refer to fulfills a mission that goes beyond transmitting knowledge. It commits itself to producing responsible citizens.”

And he adds that “one of the most important values of our private sector is that it safeguards against a monopolistic higher education system . . . The message that has not yet been driven home to the public is what it would cost taxpayers if faculties and facilities for students now attending independent colleges and universities had to be provided at public institutions.”

The strong case which Father Reinert makes for preservation of educational pluralism is buttressed by his long experience as an educator — he is America’s longest-tenured university president (23 years as head of St. Louis U.). His views are widely supported by other educators, public officials, knowledgeable laymen.

At the same time, many people who should be better informed are ignorant of the crisis in higher education.

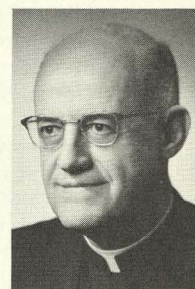
Can Americans afford to lose 365 private colleges and universities by 1981, which the Association of American Colleges predicts may happen unless immediate aid is forthcoming?

This is a question that affects every citizen. The answer should be “no.”

William Jellema, executive secretary of the Association of American Colleges, and author of the book, “The Red and the Black,” tells why:

“The compelling importance of private institutions for our society . . . lies not simply in what they have produced in the past or what they contribute to the present, but in the safeguard they provide for the future. Constitutional freedoms — including freedom of religion — may not be very meaningful if the institutions that give expression to those freedoms do not possess the means to exist.”

We need our Stanfords and Notre Dames, our Regises and Denver Universities, our Concordias and Wesleyans.



**Father Paul Reinert
Speaks Out on
Higher Education**

On May 23 announcement was made in St. Louis that effective July 1, 1973, Father Paul C. Reinert, S.J., will become the first Chancellor in the history of St. Louis University. The upcoming change will come as Father Reinert reaches his 25th year as President of the University and will conclude one of the longest and most distinguished tenures of any university president in the nation. Publication of his new book “To Turn The Tide”, discussed in the accompanying article, has attracted nationwide attention and further spotlighted Father Reinert’s role as a spokesman for private higher education.

Father Casey—

On Young People

Our 600 young men at Regis High School and our 1,300 young men and women attending Regis College are the reason why faculties, administration and staff are expending their energies and abilities. Let me make a confession — I *like* young people . . . over the past 25 years I have enjoyed ongoing associations with young people, whether as priest, teacher, administrator, uncle, counselor or friend.

This past year has been a special opportunity and privilege. Despite the demands and occasional frustrations of my official duties there have been occasions and opportunities to know some students as individuals, as persons.

They have done me the service of drawing me out, challenging me, and inviting me to respond to them — not as an authority figure, priest or president — but as a person, an individual, a human being.

The young people — college students at Regis and your children and grandchildren — don't have all the answers and they *know* it. Sometimes they don't even have the right questions, and they suspect it.

But they feel (note I didn't say think) they aren't being listened to. They sense that we don't respect their views and opinions. They doubt that we are giving them a fair hearing — by "we" I mean parents, faculty members, government officials, college administrators and ecclesiastical authorities.

I like young people. I believe that their questions and concerns about political issues, prejudice, academic reform and religious renewal are valid. My conscience, education and experience convince me that I must reexamine my opinions, attitudes, yes and even my convictions. The young people have stimulated this continuing process. They do want to be challenged; they know they don't have all the answers. They are asking us to be open and honest with them. They are inviting us to be our true selves, so that we might assist them to become their best selves.

We are all teachers and learners. They want to know *who* we are — not *what* we are. They want us to share with them the adventure of clarifying the important questions of our time and to search with them for the viable solutions to them. This is the best prescription I know for staying young.



Dr. Fehrenbach



Fr. Stansell



Dr. Currie

Three Faculty Members Named Among Outstanding Educators

Three Regis College professors have been named Outstanding Educators of America for 1972, an annual awards program honoring distinguished men and women for their exceptional service, achievements and leadership in the field of education.

They are Dr. Alice R. Fehrenbach, Professor of Psychology; Father Harold L. Stansell, S.J., Professor of History; Dr. Clyde Currie, Associate Professor of Biology.

Dr. Fehrenbach has served on the Regis faculty both full- and part-time since 1957. She has also served as acting director of the College's counseling services and was recently named President-elect of the Colorado Psychological Association. Father Stansell has served at Regis College since 1946 and is currently a member of the Board of Trustees. Dr. Currie has completed six years on the Regis faculty and is chairman of the biology department.

All three recipients have received the Regis Faculty Lecturer Award, Father Stansell in 1968-69; Dr. Currie in 1970-71; and Dr. Fehrenbach in 1971-72.

They were nominated by Father Eugene E. Grollmes, S.J., Dean of the College.

13 Big Issues for Higher Education

HIGHER EDUCATION HAS ENTERED A NEW ERA. Across the country, colleges and universities have been changing rapidly in size, shape, and purpose. And no one can predict where or when the changes will end.

Much of the current debate about higher education is prompted by its success. A century ago, less than 2 per cent of the nation's college-age population actually were enrolled in a college; today, about 35 per cent of the age group are enrolled, and by the turn of the century more than half are expected to be on campus.

The character of higher education also is changing. In 1950, some 2 million students were on campus—about evenly divided between public and private institutions. Today there are 8.5 million students—but three in every four are in public colleges or universities. Higher education today is no longer the elite preserve of scholars or sons of the new aristocracy. It is national in scope and democratic in purpose. Although it still has a long way to go, it increasingly is opening up to serve minorities and student populations that it has never served before.

The character of higher education is changing far beyond the mere increase in public institutions. Many small, private liberal arts or specialized colleges remain in the United States; some are financially weak and struggling to stay alive, others are healthy and growing in national distinction. Increasingly, however, higher education is evolving into larger education, with sophisticated networks of two-year community colleges, four-year colleges, and major universities all combining

the traditional purposes of teaching, research, and public service in one system. The 1,500-student campus remains; the 40,000-student campus is appearing in ever-greater numbers.

SUCH EXPANSION does not come without growing pains. Higher education in this country is losing much of its mystique as it becomes universal. There are no longer references to a "college man." And society, while acknowledging the spreading impact of higher education, is placing new demands on it. Colleges and universities have been the focal point of demands ranging from stopping the war in Southeast Asia to starting low-cost housing at home, from "open admissions" to gay liberation. Crisis management is now a stock item in the tool kit of any capable university administrator.

The campus community simply is not the same—geographically or philosophically—as it was a decade ago. At some schools students sit *in* the president's office, at others they sit *on* the board of trustees. Many campuses are swept by tensions of student disaffection, faculty anxieties, and administrative malaise. The wave of disquiet has even crept into the reflective chambers of Phi Beta Kappa, where younger members debate the "relevance" of the scholarly organization.

At a time when all the institutions of society are under attack, it often seems that colleges and universities are in the center of the storm. They are trying to find their way in a new era when, as "the Lord" said in Green Pastures, "everything nailed down is coming loose."

A Special Report

What Is the Role of Higher Education Today?

"Universities have been founded for all manner of reasons: to preserve an old faith, to proselytize a new one, to train skilled workers, to raise the standards of the professions, to expand the frontiers of knowledge, and even to educate the young."—Robert Paul Wolff, *The Ideal of the University*.

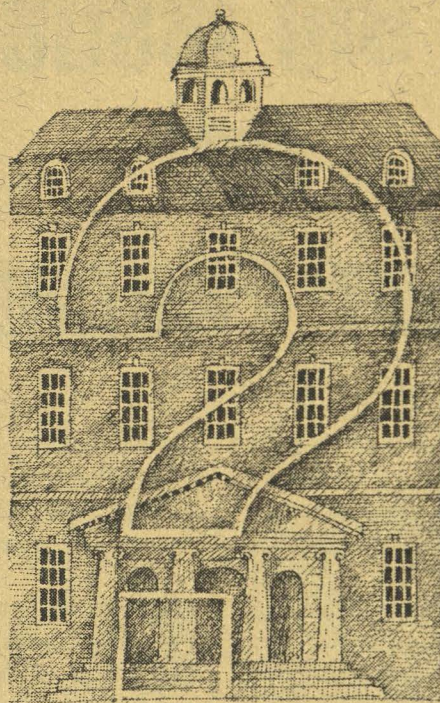
AS HIGHER EDUCATION GROWS in public visibility and importance, its purpose increasingly is debated and challenged.

It is expected to be all things to all people: A place to educate the young, not only to teach them the great thoughts but also to give them the clues to upward mobility in society and the professions. An ivory tower of scholarship and research where academicians can pursue the Truth however they may perceive it. And a public service center for society, helping to promote the national good by rolling forward new knowledge that will alter the shape of the nation for generations to come.

THE ROLE of higher education was not always so broad. In 1852, for example, John Henry Cardinal Newman said that a university should be "an Alma Mater, knowing her children one by one, not a foundry or a mint or a treadmill." In those days a university was expected to provide not mere vocational or technical skills but "a liberal education" for the sons of the elite.

In later years, much of university education in America was built on the German model, with emphasis on graduate study and research. Johns Hopkins, Harvard, Yale, and Stanford followed the German example. Liberal arts colleges looked to Britain for many of their models.

The explosion of science and the Congressional passage of the Land-Grant Act also created schools to teach the skills needed for the nation's agricultural and industrial growth.



Colleges and universities started training specialists and forming elective systems. The researcher-teacher emerged with an emphasis on original investigation and a loyalty to worldwide discipline rather than to a single institution. Through the first two-thirds of this century there occurred the triumph of professionalism—what Christopher Jencks and David Riesman call "the academic revolution."

TODAY it is difficult—if not impossible—for most colleges and universities to recapture Cardinal Newman's idea that they know their children "one by one." The impersonality of the modern campus makes many students, and even some faculty members and administrators, feel that they are like IBM cards, or virtually interchangeable parts of a vast system that will grind on and on—with or without them.

Still, the basic role of a college or university is to teach and, despite the immensity of the numbers of students crowding through their gates, most manage to perform this function.

There is a growing belief, however, that higher education is not as concerned as it might be with "learning"; that the regurgitation of facts received in a one-way lecture is the only requirement for a passing grade.

Faculties and students both are trying to break away from this stereotype—by setting up clusters of small colleges within a large campus, by creating "free" colleges where students determine their own courses, and by using advanced students to "teach" others in informal settings.

There is little question that students do "know" more now than ever before. The sheer weight of knowledge—and the means of transmitting it—is expanding rapidly; freshmen today study elements and debate concepts that had not been discovered when their parents were in school. At the other end of the scale, requirements for advanced degrees are ever-tighter. "The average Ph.D. of 30 years ago couldn't even begin to meet our requirements today," says the dean of a large mid-western graduate school.

The amount of teaching actually done by faculty members varies widely. At large universities, where faculty members are expected to spend much of their time in original research, the teaching load may drop to as few as five or six hours a week; some professors have no teaching obligations at all. At two-year community colleges, by comparison, teachers may spend as much as 18 hours a week in the classroom. At four-year colleges the average usually falls between 9 and 16 hours.

THE SECOND MAJOR ROLE of higher education is research. Indeed, large universities with cyclotrons, miles of library stacks, underwater laboratories, and Nobel laureates on their faculties are national resources because of their research capabilities. They also can lose much of their independence because of their research obligations.

Few colleges or universities are fully independent today. Almost all receive

money from the federal or state governments. Such funds, often earmarked for specific research projects, can determine the character of the institution. The loss of a research grant can wipe out a large share of a department. The award of another can change the direction of a department almost overnight, adding on faculty members, graduate students, teaching assistants, and ultimately even undergraduates with interests far removed from those held by the pre-grant institution.

There is now a debate on many campuses about the type of research that a university should undertake. Many students, faculty members, and administrators believe that universities should not engage in classified—i.e., secret—research. They argue that a basic objective of scholarly investigation is the spread of knowledge—and that secret research is antithetical to that purpose. Others maintain that universities often have the best minds and facilities to perform research in the national interest.

The third traditional role of higher education is public service, whether defined as serving the national interest through government research or through spreading knowledge about raising agricultural products. Almost all colleges and universities have some type of extension program, taking their faculties and facilities out into communities beyond their gates—leading tutorials in ghettos, setting up community health programs, or creating model day-care centers.

THE ROLE of an individual college or university is not established in a vacuum. Today the function of a college may be influenced by mundane matters such as its location (whether it is in an urban center or on a pastoral hillside) and by such unpredictable matters as the interests of its faculty or the fund-raising abilities of its treasurer.

Those influences are far from constant. A college founded in rural isolation, for example, may find itself years later in the midst of a thriving

suburb. A college founded to train teachers may be expanded suddenly to full university status within a new state system.

As colleges and universities have moved to center stage in society, their roles have been prescribed more and more by "outsiders," people usually not included in the traditional academic community. A governor or state legislature, for example, may demand that a public university spend more time and money on teaching or on agricultural research; a state coordinating agency may call for wholesale redistribution of functions among community colleges, four-year colleges, and universities. Or Congress may launch new programs that change the direction of a college.

At such a time there is little for higher education to do but to continue what it has always done: adapt to its changing environment. For colleges and universities are not independent of the society that surrounds them. Their fate and the fate of society are inseparable.

What's the Best Way to Teach - and to Learn?

OVER THE YEARS, college teaching methods have been slow to change. The lecture, the seminar, and the laboratory were all imported from Europe after the Civil War—and they remain the hallmarks of American higher education to this day.

Some colleges, however, are sweeping the traditions aside as they open up their classrooms—and their curricula—to new ways of teaching and learning. The key to the new style of education is flexibility—letting students themselves set the pace of their learning.

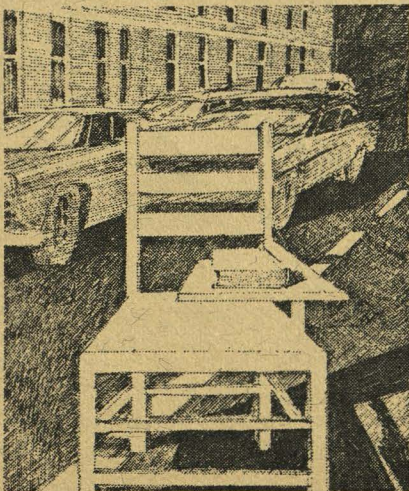
One of the most exciting experiments in the new way of learning is the University Without Walls, a co-operative venture involving more than 1,000 students at 20 colleges. Students in uww do most of their learning off campus, at work, at home, in inde-

pendent study, or in field experience. They have no fixed curriculum, no fixed time period for earning a degree. They work out their own programs with faculty advisers and learn what

they want. Their progress can be evaluated by their advisers and measured by standardized tests.

The students in uww, of course, are hardly run-of-the-mill freshmen. They include several 16-year-olds who haven't finished high school, a 38-year-old mother of three who wants to teach high school English, and a 50-year-old executive of an oil company. Their participation underscores a growing belief in American higher education that learning is an individualized, flexible affair that does not start when someone sits in a certain classroom at a fixed time or stop when a certain birthday is passed.

The uww experiment is financed by the Ford Foundation and the U.S. Office of Education and sponsored by the Union for Experimenting Colleges & Universities. Smaller-scale attempts to launch systems of higher education



Should Campuses Get Bigger?

AT THE University of Illinois in Champaign-Urbana, midterm grades in some courses are posted not by the students' names but by their Social Security numbers. At Ohio State, a single 24-story dormitory houses 1,900 students—more than the total enrollment of Amherst or Swarthmore.

Across the country, colleges and universities are grappling with the problem of size. How big can a campus get before students lose contact with professors or before the flow of ideas becomes thoroughly clogged? How can a large campus be broken into smaller parts so students can feel that they are part of a learning community, not mere cogs in a machine?

Increasingly, parents and students are opting for larger campuses—both because large colleges and universities provide a good education and because they usually are state institutions with lower costs. A few years ago the National Opinion Research Center in Chicago conducted a national survey of the alumni class of 1961 and found that the graduates did not even have "much romanticism" about the advantages of small colleges. Only one-fourth of the respondents thought that a college with fewer than 2,000 students would be desirable for their oldest son—and only one-third thought it would be desirable for their oldest daughter.

SIZE is only one of several factors involved in choosing a college. Others include cost, distance from home, the availability of special courses, and counseling from relatives and friends. A choice based on these factors leads to a college of a certain size. Choosing a highly specialized field, or one requiring much laboratory research, usually will mean choosing a large school. Trying to save money by living at home might mean attending a public (and large) community college.

Large colleges, of course, have advantages—more books, more distin-

guished professors, more majors to choose from, more extracurricular activities. They also have longer lines, larger classes, and more demonstrations. Three years ago a study of student life at the University of California at Berkeley (pop. 27,500) by law professor Caleb Foote concluded with the opinion that human relationships there "tend to be remote, fugitive, and vaguely sullen." Students and faculty were so overwhelmed by the impersonality of the university's size, said Foote, that the school failed even to educate students to "respect the value of the intellect itself."

By comparison, relationships at small colleges are almost idyllic. For example, a study of 491 private, four-year nonselective colleges with enrollments under 2,500 found that students and faculty there usually are on familiar terms and tend to be absorbed in class work. "The environment," said the study's authors, Alexander Astin, director of research for the American Council on Education, and

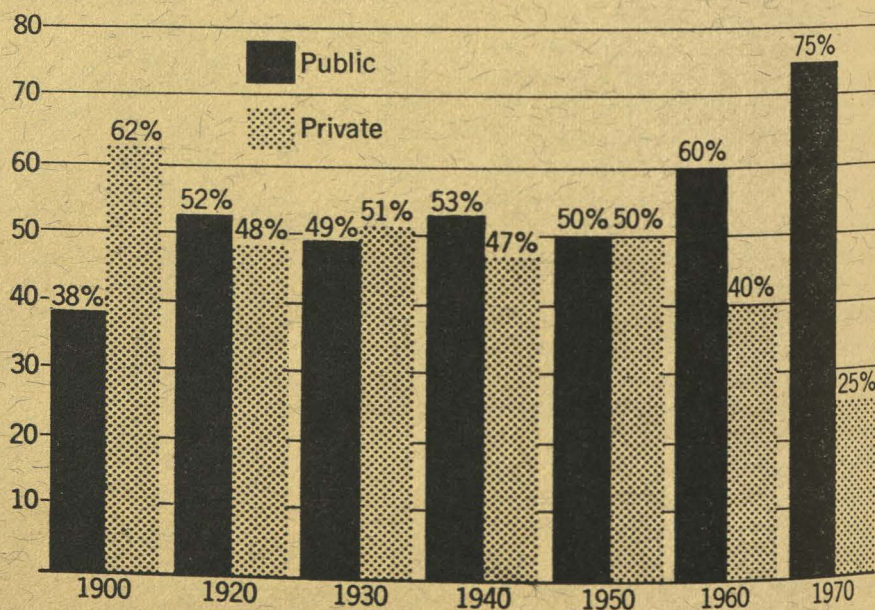
Calvin B. T. Lee, chancellor of the University of Maryland campus in Baltimore County, "is cohesive, and the administration is concerned about them as individuals."

THE GREATEST PROBLEM is to strike a balance, to make the campus big enough to enjoy the advantages of size but small enough to retain the human qualities. "I guess the trick," says the president of a small liberal arts college, "is to get big enough so people know you are there, and small enough so it's hard for things to get out of hand."

The Carnegie Commission on Higher Education recently studied campus size in relation to institutional efficiency. The optimum efficiency of a college, according to the commission, is when costs per student stop going down with increased enrollment—and when greater size starts to erode the academic environment.

It proposed that the best size for a doctorate-granting institution is 5,000

Shifting Patterns of College Enrollment



SOURCE: U.S. OFFICE OF EDUCATION
In 1950, the two million students on campus were evenly divided between public and private colleges. Today, three out of four students are in public institutions.

to 20,000 full-time students; for a comprehensive college, 5,000 to 10,000 students; for liberal arts colleges, 1,000 to 2,500 students; and for two-year colleges, 2,000 to 5,000 students. The commission also noted that it realized that some institutions would not be able to reach the sizes it suggested.

In an effort to reduce the impact of large size, many colleges have tried to organize their campuses around a series of clusters, houses, or mini-colleges. At the University of California at Santa Cruz, for example, students live and study in 650-student colleges; as the university grows it simply adds on another, virtually self-

contained, college. Each college has its own identity and character.

As long as the population continues to grow, and the proportion of young people going to college increases, large schools will get larger and small schools will have trouble staying small. The answer will have to be the creation of more colleges of all kinds.

What Is the "New" Student?

THE YOUTH COUNTERCULTURE flourished on the campus long before it spread to the rest of society.

The counterculture brought a new sense of community to the campus, a new feeling for a physical dynamic and for the visual world. Academicians spoke of the university's "new feel," where students preferred films to books and spoken poetry to written, and where they tried to rearrange things to fit their own time frames.

At first, universities and the new students didn't seem to mesh. Universities are traditional, reflective institutions often concerned with the past. Many of the new students wanted to look to the future. What happened yesterday was not as "relevant" as what is happening today, or what will happen tomorrow.

Margaret Mead looked at the new students and described them as the young "natives" in a technological world where anyone over 25 was a "foreigner." As a group, the new class seemed born to the struggle, more willing to challenge the ways of the world—and to try to change them—than their predecessors. And they felt fully capable of acting on their own. "Today students aren't fighting their parents," said Edgar Z. Friedenberg, professor of education at Dalhousie University, "they're abandoning them."

On the campus, many presidents and deans were under pressure from the public and alumni to stamp out the counterculture, to restore traditional standards of behavior. By the end of the Sixties, however, most

students and faculty members alike had come to believe that off-campus behavior should be beyond a college's control. A national survey in 1969 found that only 17 per cent of the faculty members interviewed thought that "college officials have the right to regulate student behavior off campus."

ATTEMPTS TO REGULATE BEHAVIOR on the campus also ran into obstacles. For the past century, college presidents had exercised almost absolute control over discipline on campus. In the last few years, however, the authority of the president has been undercut by new—and more democratic—judicial procedures. "Due process" became a byword on new student and faculty judicial committees. Court decisions construed college attendance as a right that could be denied only after the rights of the accused were protected. The courts thus restrained administrative impulses to take summary disciplinary action.

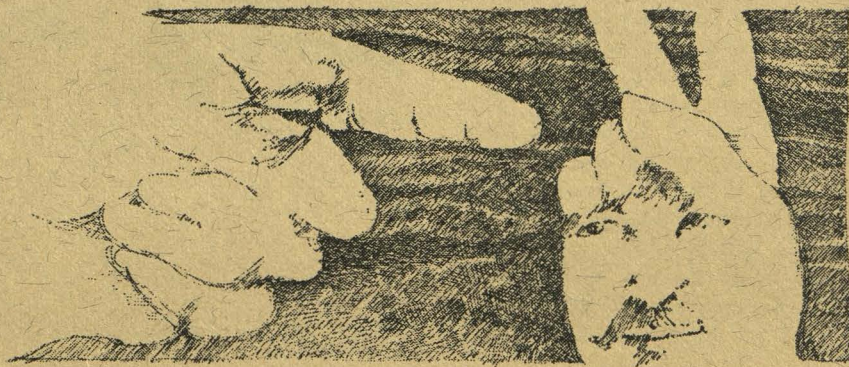
Partly in response to the demands of the times, partly in response to court decisions, and partly in response

to the recommendations of groups such as the President's Commission on Campus Unrest, many colleges now are creating entirely new judicial procedures of their own. Students are represented on campus judicial boards or committees; on a few, they form a majority.

At the same time, colleges are turning over to outside police agencies and civil courts the responsibility for regulating the conduct of students as citizens. On few, if any, campuses are students provided sanctuary from society's laws. For its part, society has developed a far greater tolerance for the counterculture and general student behavior than it once held.

"The trend," says James A. Perkins, former president of Cornell University and now chairman of the International Council for Educational Development, "is toward recognizing that the student is a citizen first and a student second—not the other way around. He will be treated as an adult, not as a child of an institutional parent."

That is a trend that more and more students heartily endorse.



Are Students Taking Over?

THE GREATEST STRUGGLE on many campuses in the past decade was for the redistribution of power. Trustees were reluctant to give more to the president, the president didn't want to surrender more to the faculty, the faculty felt pushed by the students, and the students—who didn't have much power to begin with—kept demanding more.

Except for the presence of students among the warring factions, struggles for power are as old as universities themselves. The disputes began more than a century ago when boards of trustees wrestled authority from chartering agencies—and continued down the line, only to stop with the faculty.

In the late 1960's, students discovered that they had one power all to themselves: they could disrupt the campus. Enough students at enough

campuses employed confrontation politics so effectively that other elements of the college community—the administration and the faculty—took their complaints, and their protests, seriously.

By the end of 1969, a survey of 1,769 colleges found that students actually held seats on decision-making boards or committees at 184 institutions of higher education. They sat on the governing boards of 13 colleges. Otterbein College includes students with full voting power on every committee whose actions affect the lives of students; three are members of the board of trustees. At the University of Kentucky, 17 students sit as voting members of the faculty senate.

On the whole, students appear to have gained influence at many schools

without gaining real power. For one thing, they are on campus, usually, for only four years, while faculty members and administrators stay on. For another, they usually constitute a small minority on the committees where they can vote. Frequently they do not have a clear or enthusiastic mandate from their constituency about what they are supposed to do. Except in periods of clear crisis, most students ignore issues of academic reform and simply go their own way.

Even when students do have power, they often act with great restraint. "We have students sitting on our faculty promotion committees," says an administrator at a state college in the Northwest, "and we're discovering that, if anything, they tend to be more conservative than many of the faculty members."

What Is the Best Preparation for a College Teacher?

TEN YEARS AGO, the academic community worried that there would not be enough Ph.D.'s to fill the faculties of rapidly growing colleges and universities. Efforts to solve the problem, however, may well have been too successful. Today people talk of a glut of Ph.D.'s—and men and women who have spent years in advanced study often can't find jobs. Or they take jobs for which they are greatly overqualified.

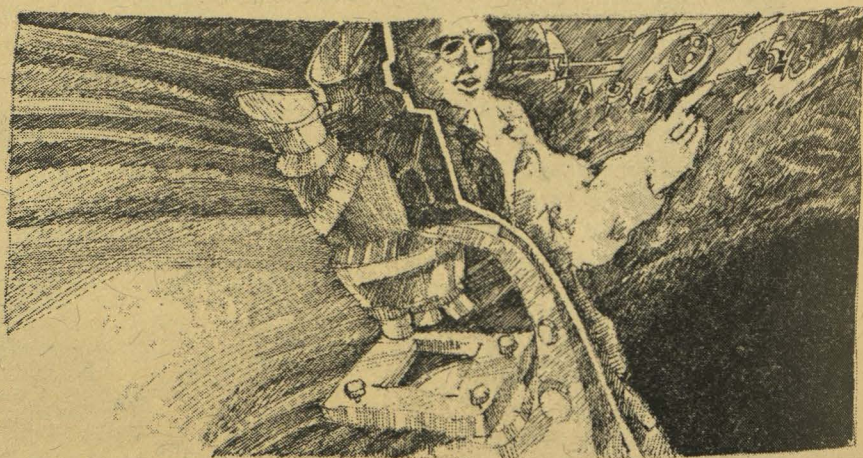
Over the years, about 75 per cent of all Ph.D.'s have joined a college or university faculty, and most still go into higher education. Due to the rapid growth of higher education, however, only 45 per cent of faculty members in the U.S. actually hold that degree; fully one-third of the 491 colleges that were the subject of a recent study do not have a single Ph.D. on their faculty. There is still a need for highly trained academic

talent—but most colleges can't afford to expand their staff fast enough to provide jobs for the new talent emerging from graduate schools.

In addition to the problem of training a person for a job that is not available, many academics are wondering if the Ph.D. degree—tradi-

tionally the passport to a scholarly life of teaching or research—provides the best training for the jobs that exist.

The training of a Ph.D. prepares him to conduct original research. That ability, however, is needed at colleges and universities only by people with



heavy research commitments or responsibilities. Once they have earned their doctorate, some Ph.D.'s will gravitate toward doing more research than teaching; others will choose to emphasize more teaching. Yet the preparation is the same for both. Moreover, although research can improve a professor's teaching, the qualities that make him a top-flight investigative scholar are not necessarily those required for effective classroom teaching.

Across the country, the demand is

growing for an alternative to the Ph.D. One such alternative is the M.Phil., or Master of Philosophy, degree; another is the D.A., or Doctor of Arts. A D.A. candidate would fulfill many of the requirements now expected of a Ph.D., but would attempt to master what is already known about his field rather than conducting his own original research. He also would spend time teaching, under the direction of senior faculty members.

Many colleges and universities have

already opened their doors and their classrooms to teachers without formal academic preparation at all. These are the outside experts or specialists who serve briefly as "adjunct" professors on a college faculty to share their knowledge both with students and with their fellow faculty members. Many administrators, arguing that faculties need greater flexibility and less dependence on the official certification of a degree, hope that the use of such outside resources will continue to grow.

How Can Anyone Pay for College?

THE COSTS of sending a son or daughter to college are now astronomical, and they keep going up. The expense of getting a bachelor's degree at a prestigious private university today can surpass \$20,000; in a few years it will be even more.

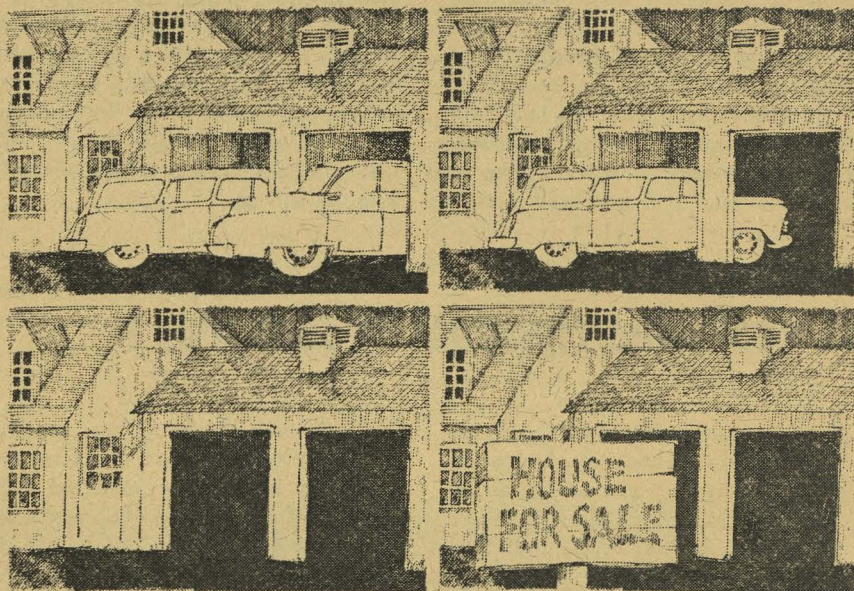
The U.S. Office of Education estimates that average costs for tuition, required fees, room, and board in 1970-71 were \$1,336 at a public university and \$2,979 at a private university—or 75 per cent more than in 1960.

Some schools, of course, cost much more than the norm. Tuition, room, and board cost \$3,905 at Stanford this year; \$4,795 at Reed. Harvard charges \$4,470—or \$400 more than a year ago.

State colleges and universities are less expensive, although their costs keep rising, too. The University of California is charging in-state students \$629 in tuition and required fees; the State University of New York, \$550. Other charges at public schools, such as room and board, are similar to those at private schools. Total costs at public institutions, therefore, can easily climb to \$2,500 a year.

Some colleges and universities are trying new ways to make the pain bearable.

Last fall, for example, Yale started its Tuition Postponement Option, permitting students to borrow \$800 di-



rectly from the university for college costs. The amount they can borrow will increase by about \$300 a year, almost matching anticipated boosts in costs. (Yale now charges \$4,400 for tuition, room, and board.)

The Yale plan is open to all students, regardless of family income. A participating student simply agrees to pay back 0.4 per cent of his annual income after graduation, or a minimum of \$29 a year, for each \$1,000 he borrows. All students who start repayment in a given year will continue paying 0.4 per cent of their income each year until the amount

owed by the entire group, plus Yale's cost of borrowing the money and 1 per cent for administrative costs, is paid back. Yale estimates that this probably will take 26 years.

The Yale option works for a student in this way: If he borrows \$5,000 and later earns \$10,000 a year, he will repay \$200 annually. If he earns \$50,000, he will repay \$1,000. A woman who borrows and then becomes a non-earning housewife will base her repayments on half the total family income.

Many students and parents like the Yale plan. They say it avoids the "in-

Should Everyone Go to College?

HIGHER EDUCATION, says Princeton's Professor Fritz Machlup, "is far too high for the average intelligence, much too high for the average interest, and vastly too high for the average patience and perseverance of the people here and anywhere."

Not everyone, of course, would agree with Professor Machlup's assessment of both the institution of higher education in the United States and the ability of the populace to measure up to it. But trying to draw the line in a democracy, specifying who should be admitted to higher education and who should not, is increasingly difficult.

What, for example, are the real qualifications for college? How wide can college and university doors be opened without diluting the academic excellence of the institution? And shouldn't higher education institutions be more concerned with letting students in than with keeping them out?

Public policy in the United States has set higher education apart from elementary and secondary education in size, scope, and purpose. All states have compulsory attendance laws—usually starting with the first grade—requiring all young people to attend public schools long enough so they can learn to read, write, and function as citizens. But compulsory attendance usually stops at the age of 16—and free public education in most states stops at grade 12.

Are 12 years enough? Should everyone have the right to return to school—beyond the 12th-grade level—when ever he wants? Or should "higher" education really be "post-secondary" education, with different types of institutions serving the needs of different people?

INCREASINGLY, the real question is not who goes on to higher education, but who does not go. In 1960, for example, about 50 per cent of all high school graduates in the U.S. moved on to some form of high-

er education. Today about 60 per cent go to college. By 1980, according to the U.S. Office of Education, about 65 per cent of all high school graduates will continue their education.

Today, the people who do not go on to college usually fall into three categories:

1. Students with financial need. Even a low-cost community college can be too expensive for a young person who must work to support himself and his family.

2. Students who are not "prepared" for college by their elementary and secondary schools. If they do go to college they need compensatory or remedial instruction before they start their regular classes. They also often need special counseling and help during the school year.

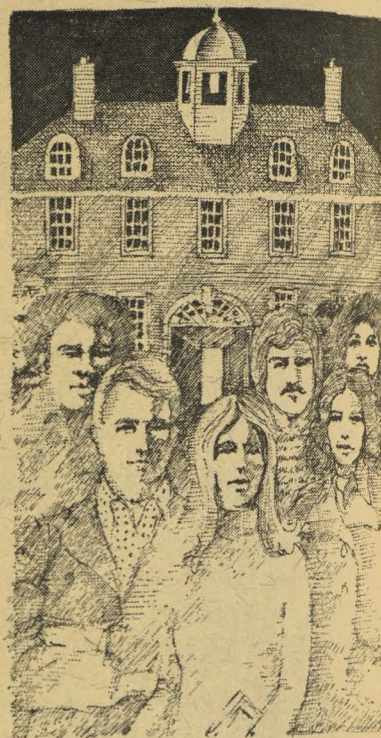
3. People beyond the traditional college-going age—from young mothers to retired executives—who want to attend college for many reasons.

During the Sixties, most of the efforts to open college doors were focused on racial minorities. To a degree, these efforts were successful. Last year, for example, 470,000 black students were enrolled in U.S. colleges and universities.

The explosive growth of two-year community colleges will continue to open college doors for many students. Most community colleges have lower admissions requirements than four-year schools (many require only high school graduation); they charge relatively low tuition (average tuition at a public community college this year is \$300), and most are in urban areas, accessible by public transportation to large numbers of students.

Community colleges will continue to grow. In 1960 there were 663 two-year community colleges in the U.S., with 816,000 students. Today there are 1,100 community colleges—with 2.5 million students. A new community college opens every week.

New patterns of "open admissions" also will open college doors for students who have not been served by



higher education before. In a sense, open admissions are a recognition that the traditional criteria for college admissions—where one ranks in high school, and scores on Scholastic Aptitude Tests—were not recognizing students who were bright enough to do well in college but who were poorly prepared in their elementary and secondary schools.

In the fall of 1970, the City University of New York started an open admissions program, admitting all graduates of New York high schools who applied and then giving them special help when they were on campus. There was a relatively high attrition rate over the year; 30 per cent of the "open admissions" freshmen did not return the next year, compared with 20 per cent of the "regular" freshmen. Even so, many university officials were pleased with the results, preferring to describe the class as "70 per cent full" rather than as "30 per cent empty."

The lesson is that, as higher education becomes more available, more young people will take advantage of it. Open admissions and other more democratic forms of admissions should not only make for a greater meritocracy on campus, but also lead to a better-educated society.

What Will We Do With Kids if They Don't Go to College?

"They are sick of preparing for life—they want to live."—S. I. Hayakawa.

NO ONE KNOWS HOW MANY, but certainly some of the 8.5 million students now on campus are there for the wrong reasons. Some are there under pressure (if not outright duress) from parents, peers, and high school counselors; others are there to stay out of the armed forces or the job market. Almost all, even the most highly motivated, are vulnerable to pressures from parents who view college attendance as a major stepping-stone toward the good life.

One result of these pressures is that college teachers are often forced to

play to captive audiences—students who would rather be someplace else. Walk into almost any large lecture in the country and you'll see students doodling, daydreaming, and nodding; they come alive again when the final bell rings. Many are bored by the specific class—but many more are bored by college itself.

Acknowledging the problem, the Assembly on University Goals and Governance has proposed that new kinds of institutions be established "to appeal to those who are not very much taken with the academic environment." Other proposals call for periods of national service for many young men and women between the ages of 18 and 26, and for greater flexibility in

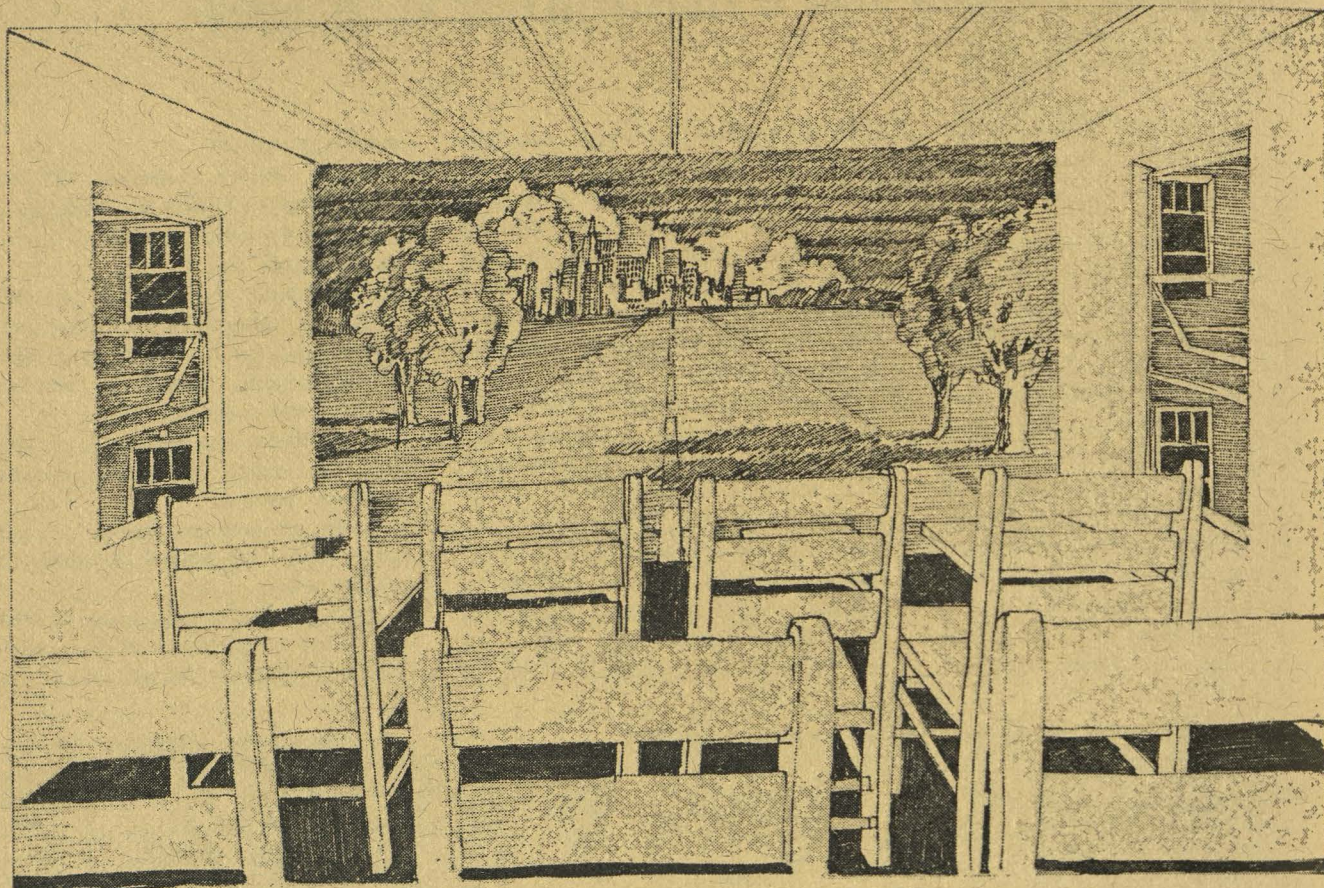
college attendance.

Steven Muller, president of the Johns Hopkins University, proposes a four-part national service program, consisting of:

- ▶ A national day-care system, staffed by national service personnel.
- ▶ A national neighborhood-preservation system, including security, cleanup, and social services.
- ▶ A national health corps, providing para-medical services to homes and communities.
- ▶ An elementary school teacher corps using high school graduates as teacher aides.

President Muller also proposes that two years of such non-military service be compulsory for all young peo-





ple. The advantages of mandatory national service, he said, would range from reducing enrollment pressures on colleges to giving students more time to sort out what they want to do with their lives.

The Carnegie Commission on Higher Education has suggested at least a consideration of national service plans and proposes that colleges make provisions for students to "stop out" at certain well-defined junctures to embark on periods of national service, employment, travel, or other activities.

The commission also advocates reducing the time required to earn a bachelor's degree from four years to three, and awarding credit by examination, instead of measuring how much a student knows by determining how much time he has sat in a particular class.

Some of these ideas are being studied. Institutions such as Harvard, Princeton, Claremont Men's College, New York University, and the entire California State College System are

considering the possibility of three-year degree programs. Others, such as Goddard, Syracuse, and the University of South Florida, require students to spend only brief periods of time on the campus itself to earn a degree.

A MAJOR TREND in American higher education today is toward greater flexibility. Last year two foundations—the Ford Foundation and the Carnegie Corporation of New York—provided \$2.5-million to help start a highly flexible series of experiments in New York State, including:

- A program of "external degrees," offering bachelors' and associates' degrees to students who pass college-level exams, even if they have not been formally enrolled at a college.

- A new, non-residential college drawing on the resources of the state university's 72 campuses but maintaining its own faculty to help students in independent study at home or at other schools.

- A "university without walls" including 20 institutions but with no fixed curriculum or time required for degrees; outside specialists will form a strong "adjunct" faculty.

These and other alternatives are designed to "open up" the present system of higher education, removing many of the time, financial, geographic, and age barriers to higher education. They should make it easier for students to go to college when they want, to stop when they want, and to resume when they want. A bored junior can leave the campus and work or study elsewhere; a mother can study at home or at institutions nearby; a businessman can take courses at night or on weekends.

The alternatives emphasize that higher education is not limited to a college campus or to the ages of 18 to 24, but that it can be a lifetime pursuit, part of our national spirit. The impact of these changes could be enormous, not only for the present system of higher education, but for the country itself.

With All Their Successes, Why Are Colleges So Broke?

IN A RECENT ECHO of an all-too-common plea, the presidents of six institutions in New York warned that private colleges there were on the verge of financial collapse and needed more money from the state.

The presidents were not crying wolf. The Carnegie Commission on Higher Education reports that fully two-thirds of the nation's 2,729 colleges and universities are already in financial difficulty or are headed for it. "Higher education," says Earl Cheit, author of the Carnegie report, "has come upon hard times."

At most schools the faculty has already felt the squeeze. Last spring the American Association of University Professors reported that the average rise in faculty salaries last year had failed to keep pace with the cost of living.

The real problem with college finance is that costs keep rising while income does not. It is compounded by the fact that the gap keeps growing between what a student pays for his education and what it costs to educate him.

The problems are great for public colleges and universities, and for private institutions they are even greater. About one-fourth of all private colleges are eating up their capital, just to stay in business.

As the Association of American Colleges warns, this is a potentially disastrous practice. As its capital shrinks, an institution then loses both income on its endowment and capital growth of it. The association sees little hope of a reprieve in the immediate future. "Most colleges in the red are staying in the red and many are getting redder," it says, "while colleges in the black are generally growing grayer."

MANY OF THE TRADITIONAL METHODS of saving money don't seem to work in higher education. Most colleges can't cut costs without excluding some students or eliminating some classes and pro-

grams. There is little "fat" in the average budget; when a college is forced to trim it usually diminishes many of the programs it has started in the past few years, such as scholarships or counseling services for low-income students.

Most colleges and universities have tried to raise money by increasing tuition—but this, as we have seen, is approaching its upper limits. Private institutions already have priced themselves out of the range of many students. Trying to set tuition any higher is like crossing a swamp with no way to know where the last solid ground is—or when more students will flee to less expensive public colleges. The competitive situation for private colleges is particularly acute because, as one president puts it, public colleges offer low-cost, high-quality education "just down the street."

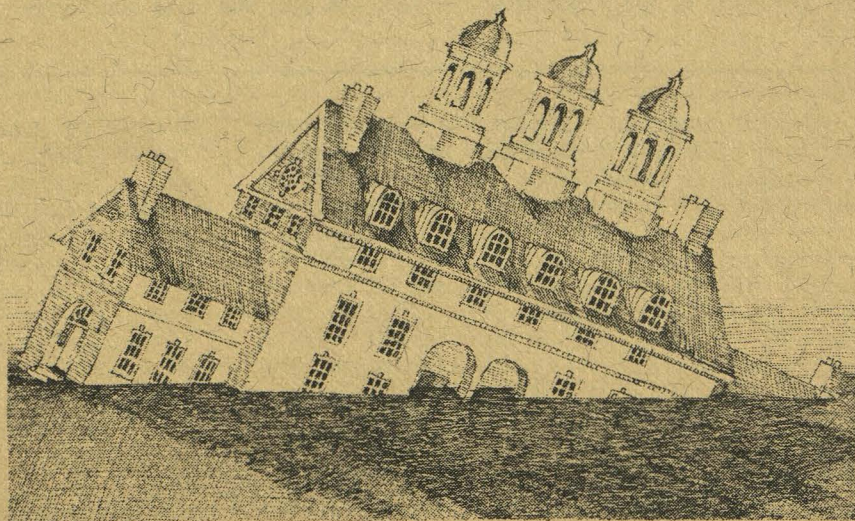
The problem is worse this year than ever before. The total number of freshmen in four-year colleges has actually declined. Colleges across the country have room for 110,000 more freshmen, with most of the empty seats found in private schools. The decline in enrollment comes at a particularly bad time: many colleges are just completing large—and expensive—building programs that they started in the booming sixties.

Public colleges are not immune

from the academic depression. They receive about 53 per cent of their income from state and local governments, and many are suffering from a taxpayers' revolt. Some state legislatures are cutting back on funds for higher education; others are dictating ways money can be saved.

Public colleges are under pressure to raise tuition, but many administrators fear this might lose students at the cost of raising dollars. Tuition at public colleges and universities is relatively low, when compared with private colleges, but it still has doubled in the last decade. The National Association of State Universities and Land-Grant Colleges warns that if it keeps going up it could lead to a "serious erosion of the principle of low tuition, which has been basic to the whole concept of public higher education in the United States."

Most college administrators, therefore, are looking to the federal government for help. The Carnegie Commission estimates that the federal government now pays about one-fifth of all higher education expenditures in the U.S.—or \$4 billion a year. The Commission says this must increase to about \$13 billion in five years if the nation's colleges and universities are going to be in good health. It is only problematical whether such an increase will occur.



Are Alumni Still Important?

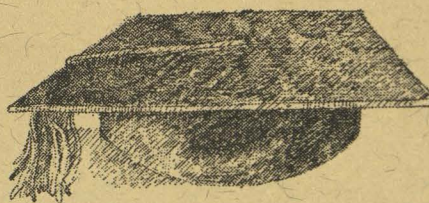
ALUMNI may return to the campus for reunions, fund-raising dinners, or occasional visits, but often their closest contact with their alma mater is the plea for money that comes in the mail.

When student unrest erupted a few years ago, however, college administrators quickly realized that alumni could make their opinions felt. Thousands of telegrams and letters flowed across the desks of presidents and deans in the wake of sit-ins and demonstrations; some alumni withheld money even though they had given before, or made their unhappiness known in other ways.

In the campus preoccupation with internal power struggles, alumni and alumnae usually have been bystanders. They are rarely involved in day-to-day life of the campus; unlike students, faculty members, and administrators, they are not present to exert an immediate influence in the struggles that often paralyze a school.

Many colleges now are searching for new ways to involve their alumni, particularly those who feel estranged from the contemporary campus by a growing gulf of manners, morals, and concerns. The impact of alumni, however, will grow as their numbers grow. It probably will be channeled into the following areas:

As voting citizens: Alumni will have an increasing influence as voters, as more and more of the questions af-



fecting higher education are decided by elected officials. Even private institutions will receive more financial support from state and federal sources in the next few years. Congressmen and legislatures will, through government loans, grants, and institutional aid, make more and more decisions about who can attend college and where. In the 1980's, colleges and universities may value their alumni as much for their votes as for their dollars.

As donors: No matter how much more they receive from tuition or from governments, America's colleges and universities will not have enough unfettered money to do all the things they want to do. Contributions are still the best means of giving them a chance to experiment, to perform with extraordinary quality, and to attract new kinds of students.

As parents: Alumni will have vast influence over the education of their children. By encouraging new approaches to teaching—and by encouraging their children to take advantage of them—alumni can help broaden the structure of higher education. They can give their sons and daugh-

ters additional opportunities to appraise their future careers and make more efficient and intelligent use of college and university resources.

As employers: Alumni influence the qualifications that are demanded for entry into many jobs. They can help eliminate some of the current educational overkill now demanded for many occupations, and they can provide on-the-job apprenticeships and other opportunities for employees moving up in the system.

As citizens: Alumni can lead in efforts to make elementary and secondary education respond to the needs of all children, thereby reducing the burdens placed on colleges to provide remedial help. They can make sure that public education serves the public at all levels.

As members of a changing society: Alumni can develop tolerance and understanding for change in their own colleges, and prepare themselves for new opportunities in society.

As partisans of their colleges: They can increase their effectiveness by remaining alert to the changes in higher education, placing the changes at their own college in the context of broad structural changes in colleges across the nation.

As educated men and women: They should hold on to their faith in learning as a hope of civilization, and their faith in colleges and universities for nurturing that hope.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the trustees of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization informally associated with the American Alumni Council. The trustees, it should be noted, act in this capacity for themselves and not for their institutions, and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Trustees: DENTON BEAL, C. W. Post Center; DAVID A. BURR, the University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CORBIN GWALTNEY, Editorial

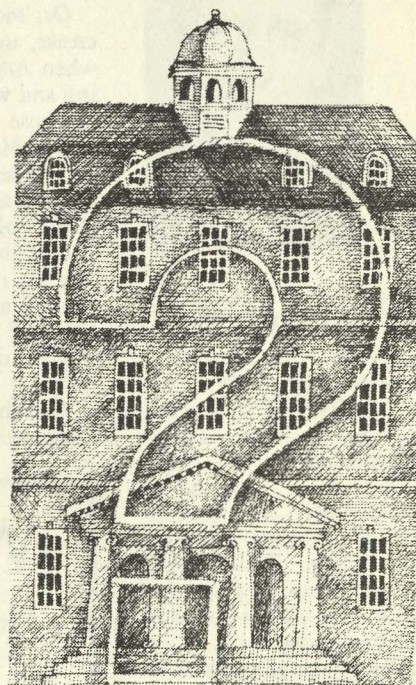
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Now That You've Read . . .

The preceding special supplement, the latest in the series of reports to alumni and alumnae nicknamed "Moonshooter" and prepared by Editorial Projects for Education, Washington, D.C. —

Here's What One Alumnus . . .

Dr. Frank Sullivan, Regis Class of 1934 and long-time Professor of English at Loyola University of Los Angeles, has in way of comment.



. . .The Big Thing is Excitement

By Dr. Frank Sullivan, '34

Anything I say is to be understood in the context of my deep affection for all college students. They have made me feel 18 feet tall — that is, three times as tall as the big shots who taught me in graduate school. These kids would have chewed up, and then spit out as untasty, the great and near great who professed and lectured to me. And, by God (and that is who it is BY) I wrestle them on even terms.

And the reason I do not only hold my own but crowd them into my 8 o'clock classes (which you should realize is, an hour, and in some cases two past their usual bedtime) for an elective Chaucer course is that I got *excited* about learning at Regis, and that's what this game is all about.

I don't give a damn (at my age I haven't too many damns left to squander) about the externals of an education — class size, special programs, "come-on" courses, most of which are dreamed up by some non-teachers; they are not the answer.

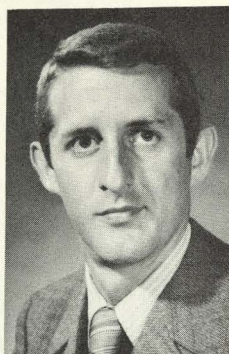
When I was at Regis last I had a great time with some of the students in the beer bar. I don't mean that we palsy-walsied around. They have plenty of *pals* — also friends, scoutmasters, parents, lovers, pet dogs, and chance acquaintances. What they don't have an oversupply of is teachers.

I don't remember how it started, but I found that I was talking about Thomas Aquinas (a part-time writer I employ in my Medieval scholarship). I conked out and went back to the dorm, and after a couple of hours sleep I was awakened by a group whose spiritous exercises had evidently progressed beyond beer — and they wanted to sit on my bed and continue the discussion, which we did until I threw them out.

Now I don't mean these kids were starving for Thomas Aquinas. I mean that I was around. I mean I knew more than they did about something (*any* damn thing will do) and I didn't ask them what they wanted to know.

No one is free to discuss something that hasn't occurred to them, and if the faculty haven't discovered things in 30 years that are more interesting than what comes up naturally in 30 minutes, then everyone should be given a Ph.D. at birth and then be made to back up to becoming a high school graduate — for special studies a select few might be pushed back to kindergarten.

So the big thing is *excitement*. The Moonshooter didn't mention that directly, but I figure I have overkilled it, so everything comes out even.



Durance Moves to Alumni Program Planning Post

Lawrence W. Durance, Jr., was appointed Director of Alumni Program Planning at Regis College effective June 1, 1972, filling a staff vacancy that has existed at Regis in the area of alumni relations for more than a year.

The appointment was announced by George T. Burns, Executive Director for Development at Regis.

Durance has served on the development department staff at the College the past two and one-half years, most recently as Director of Annual Giving. An appointment to this post will be made in the near future.

In his new assignment Durance will have responsibility for developing and implementing all programs for Regis alumni. Burns noted that future programs will place a new emphasis on alumni involvement in College activities, particularly in the area of continuing education.

"Development of these programs will anticipate the inclusion of parents and other Regis constituencies, including prospective students, the community and business and industry," Burns added.

Father Thomas J. Casey, S.J., Acting President of Regis, said "we believe Durance will bring the professional qualifications to enable Regis to offer a first-rate program to its alumni and other groups. I welcome him to this new assignment."

Before joining the Regis staff in December, 1969, Durance previously had served as Metropolitan Director for Urban Affairs for the YMCA in Omaha, Nebr. He was formerly associated with the Jack Wolfram Foundation in Lansing, Mich. Durance is a graduate of Denver's East High School and the University of Denver. He and his wife, Sharlene, have three children.

Dr. Marshall McLuhan's Regis Talk—

Commentary on Modern World, Electric Age

Many men get in their cars and drive to work to use the telephone.

Or, motives for travel by car will decrease, and the car may disappear in a day when Americans will stay home for learning and work.

Those are just two commentaries made by Dr. Marshall McLuhan, writer, lecturer and called by some the "prophet of the electric age" during a public lecture at Regis College April 25.

McLuhan's Regis talk was a commentary on many of the important issues of the day and revolved around his interpretation of the modern world as affected by the electric age and the many ramifications of it.

Probably most noted for his theories on "the medium is the message," the profes-

sor of English at the University of Toronto and director of that school's Centre for Culture and Technology, gave a dizzying display of semantics, both in his Regis talk and during a press conference at Denver's Stapleton International Airport.

Irrelevant puns, generalizations and controversial explorations into all fields have rendered McLuhan exciting to some and a joke to others, noted the Regis *Brown and Gold*.

McLuhan's Denver appearance was sponsored by the Denver Institute of Religion and Culture, whose directors include Peter McLaughlin and Richard Bowles of the Regis theology department faculty. A scheduled two-day McLuhan seminar at the Broadmoor Hotel in Colorado Springs was cancelled by a late-season snow storm.

We'd Like to Know...

About your new job . . . promotion . . . marriage . . . graduate work . . . a visit from the stork . . . any news of interest to your fellow alumni. Use this form or write us a letter.

News Item _____

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Address _____

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THE REGIS ROUNDUP, REGIS COLLEGE, DENVER 80221

The Regis Sports Scene

Home Schedule Cage Card Feature; UTEP is New Foe

A 1972-73 Regis College basketball schedule that includes University of Texas-El Paso (UTEP), Creighton, Air Force and University of Denver has been announced by Ranger athletic officials.

The Regis-UTEP meeting in El Paso Jan. 22, a late addition to the 26-game card, will be the first in the history of the two schools. Creighton will play at Regis Jan. 16. Regis will meet Air Force on a home-and-home basis; the same with DU, with the Regis-DU game at Regis highlighting the Rangers' December home schedule.

Overall Regis will play 14 games at home, three more than last season. There will be 14 games in the Rocky Mountain Athletic Conference.

The 1972-73 schedule:

December: 1 — at New Mexico Highlands; 6 — Metropolitan State College at Regis; 9 — University of Denver at Regis; 13 — New Mexico Highlands at Regis; 29 — University of Northern Colorado at Regis.

January: 4 — at Western New Mexico*; 9 — Rockhurst College at Regis; 11 — at Westminster College*; 13 — at Southern Utah State*; 16 — Creighton at Regis; 19 — Western State at Regis*; 20 — Ft. Lewis at Regis*; 22 — at University of Texas-El Paso; 26 — Southern Utah State at Regis*; 27 — Westminster College at Regis*; 30 — at University of Northern Colorado.

February: 2 — Colorado Mines at Regis*; 6 — at Colorado Mines*; 9 — Adams State at Regis*; 10 — Western New Mexico at Regis*; 14 — Air Force at Regis; 16 — at Western State*; 17 — at Ft. Lewis*; 19 — at Adams State*; 21 — at University of Denver; 23 — at Air Force.

* RMAC game.

Convert RMAC Into Allied Conferences

A predicted change in the makeup of the Rocky Mountain Athletic Conference was approved by member presidents May 15 converting the RMAC into allied conferences.

The split into the Mountain and Plains Intercollegiate Athletic Association (MPIAA) will take effect in September, 1972. The present RMAC Mountain Division, of which Regis is a member, will retain the present league name. The former Plains Division will become the Great Plains Athletic Conference (GPAC Seven).

Each conference will hold its own championship events and determine its own governing rules. Harry B. (Doc) Kniseley, appointed RMAC Commissioner when the conference was expanded in 1967, will continue to head the MPIAA with offices in Denver.

The membership of the MPIAA remains the same with Regis, Adams State, Colorado Mines, Fort Lewis, Southern Utah, Western New Mexico, Western State and Westminster competing in the RMAC. GPAC Seven members include Fort Hays, Kansas State-Pittsburg, Kansas State Teachers, Nebraska-Omaha, Northern Colorado, Southern Colorado and Washburn.

Regis Athletes Earn National, RMAC Honors

Regis College athletes earned national and RMAC scholastic and athletic honors during the past school year.

Seven students were named to the 1972 edition of Outstanding College Athletes of America, including baseballer Mike Horvat who was given special Hall of Fame honors by the national organization.

Others named to the group were Tom Nenon, swimming; John Redding and DeLeon Wilson, track; Gary Cummings and Jim Kremer, golf; Tim McDonough, baseball.

In RMAC basketball nominating Paul Drinkhahn earned a second team selection in the Mountain Division. Drinkhahn and Sam Radovich also were named to the 1972 Mountain Division All-Star Baseball team.

Radovich's batting average ranked him 23rd in the nation in final NCAA national college division statistics. He also earned other NCAA rankings: fifth in RBI's with a 1.48 average; tied for first in doubles; 12th in home runs in seven. In final NAIA national rankings the sophomore catcher was 19th in hitting and was the leader in doubles.

Radovich also earned honors in the final RMAC 1972 baseball statistics. He was third in individual hitting with a .424 average; he led the league in doubles with 13, was fourth in home runs with seven and second in the RBI department with 37. Horvat ranked among the top RMAC base stealers with 14.

Thirteen Regis athletes were named to the 1972 Presidents' honor roll of the RMAC. To qualify, athletes must have maintained a grade average of "B" or better and must have been on a varsity or junior varsity squad in one or more conference-sponsored sports.

Named from Regis were: John Kafka, Tim Kelley, Nenon, Brian Brada, Ed Dumas, Radovich, Horvat, Redding, Paul Mailander, Bob McNutt, Steve Moore and John Hayden.

Regis College Graduates Set Up Fund

Brown & Gold

the creation of a fund
substantial financial

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usually on its utili-
and out

the denver catholic register

The graduating class of Regis College initiated an investment fund for the future of their college. The fund is in the form of a 20th Century Gift. The fund is a general senior concern and is significant.

Seniors' Gift Seeks To Keep Class Spirit

By Wayne Upton

NO PLAQUE, BENCH

Regis Seniors to Present Gift With \$75,000 Future

*THE DENVER POST

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Charles Thomas Wimsatt
Thomas V. Witherow
Robert P. Wujtowicz
Robert Zarlengo
W. Patrick Zeller

in all divisions and at the presentation of the college fund. The fund is handled in investment from a general alumni explained. The hope

that future classes also will provide similar cash gifts to the college. The fund is handled in investment from a general alumni explained. The hope

Regis class plans \$75,000 gift fund

If all goes as planned, Regis College will be presented with a check for \$75,000 in June of 1992.

The idea is that of a group of seniors who will be graduated from the college Sunday. They plan to establish the Class of 1972 20th Reunion Gift Fund, to which each member of the 1972 class will be asked to make an annual investment of \$10 in addition to a regular alumni contribution. Plans call for the class to elect an investment committee of perhaps five members which will determine the investment policy during the life of the fund. The committee will include a financial advisor from the business community and an administrative officer from the college. Periodic reports on the fund will be made to members of the 1972 class.

EASTERN SCHOOLS

The idea of creating an investment fund originated about 15 years ago at a few eastern schools, according to Bill St. John, a Regis senior from Denver.

"It seems that the young people now are overly concerned with the present only and have few long-range objectives," St. John said. "Regis College seniors, in answer to this, have initiated an investment for the future of their college in the form of the 20th Class Reunion Gift Program."

He said a significant number of seniors have pledged annual gifts to the fund "in line with a general disenchantment with senior class gifts in vogue such as concrete benches, brass plaques and stained glass windows."

"There exists a desire on the

Already, 53 per cent of the graduating class has agreed to participate, according to Co-Chairmen Tom Mauro and Wayne Upton. Fifteen seniors solicited the 174 graduating seniors. Annual contributions may be as low as \$5 a year.

SOFT-SP...
Rocky Mountain News

part of the senior class to do something over the long pull for the future of their college," he said.

Cochairmen of the fund are Tom Mauro of Omaha, Neb., and Wayne Upton of Denver. Dennis Hurley of Woodstock Ill., is treasurer.

SELECT COMMITTEE

The three will select the investment committee after the pledge drive is completed this June. The committee will form a trusteeship group whose responsibility will be to choose legal advisors and investment counseling for the 20-year life of the fund.

Mauro and Upton said 53 per cent of the graduating class already has pledged annual contributions to the fund.

A formal presentation of the fund, along with all dividends and earnings, will be made to the college in line with its "current" needs, they said.

In the fund's 19th year, the class, in consultation with college administrators, will determine the special project to be funded.

To reach the \$75,000 goal, the fund's backers are counting on at least 50 per cent participation by members of the class of '72, an average annual investment of \$10 and an average annual growth of 10 per cent.

They also hope future graduating classes establish similar funds to benefit the college.

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HONOR ROLL OF DONORS



1971-72 Regis College Annual Fund

Contains Names of Contributors

from July 1, 1971 through June 30, 1972

SUMMARY OF GIVING

	1971-72	Five-year Totals (1967-68 thru 1971-72)
ALUMNI FUND	\$ 62,621	\$ 278,046
PARENTS FUND	10,915	73,719
FRIENDS	15,360	73,135
FIRMS AND CORPORATIONS	18,178	182,566
FOUNDATIONS	8,225	150,561
BEQUESTS	500	144,430
ASSOCIATED COLLEGES	19,541	120,248
OTHER	1,008	37,157
Sub-total	\$136,348	\$1,059,862
GOVERNMENT	—	1,345,979
Total	\$136,348	\$2,405,841

1926 and Prior

John P. Akolt, Sr., '11
L. J. Barkhausen, W11
Robert E. Cuthbertson, W17
F. Donald Dunn, '25
Rt. Rev. Msgr. Anthony G. Elzi, W20
Rt. Rev. Msgr. James P. Flanagan, W18
A. Thomas Flood, W18
Edward A. Floyd, Sr., '15
Edward A. Hanifen, Jr., W20
Norbert Hannon, W24
Michael Hayes, W19
Joseph C. Horan, M.D., '11
Joseph L. Horgan, W22
Jack T. Joyce, W12
Dr. William S. Levings, W15
Gerald Linehan, W25
Angus E. Linton, W20
D. A. Mantey, W20
Joseph S. McCarthy, M.D., '17
Joseph H. McGroarty, W22
Thomas F. Mulqueen, W25
Robert M. Murray, Sr., '11
Most Rev. Hubert Newell, '26
Rt. Rev. Msgr. William V. Powers, W23
William D. Rothwell, M.D., W18
Albert E. Seep
John J. Sullivan, '15
Raymond S. Sullivan, '07
J. Leonard Swigert, M.D., W25
Frank J. Woertman, W25
Anthony F. Zarlengo, '25

1927

Reginald V. Batt
Franklin L. Conway
Orville L. Hough
Sanford D. Lucy
Joseph H. Maschinot
John F. Toner

1928

John V. Berger
John J. Harrigan
Joseph D. Keating
Hon. Gerald E. McAuliffe
Edward J. O'Connor

1929

Charles F. Brannan
Henry E. Zarlengo

1930

Hon. Edward C. Day
Aloysius T. Haley, M.D.
James C. Layden
Miles Milan
Albert E. Zarlengo

1931

Fred P. Berger
James D. Doyle
Joseph F. Flynn
Raymond T. McGovern

1932

Thomas F. Darcy
Hon. James J. Delaney
Joseph T. Dinan
Laurence M. Guilford
Thomas W. Nevin
John W. O'Hagan
Thomas F. Sullivan
Ernest P. Zarlengo, M.D.

1933

James F. Kennedy
T. Raber Taylor
Rev. Francis J. Wagner
Carl A. Wyers

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1934

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Niels C. Beck
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Milton J. Conway
Francis J. Domenico
Vincent M. Dwyer, Sr.
Nicholas G. Jinacio
Walter P. Keeley
James H. Kilker
Paul L. Schmitz
Arthur J. Siebert
Dr. Frank Sullivan
Kenneth V. Zahn

1935

George Joseph Canny
Vincent L. Giacomini
Max M. Jonke
H. Earl Kimmel
Michael P. Ryan, M.D.
John A. Schaible
Herbert A. Semler
Orville B. Trainor
Louis J. Weber

1936

Anthony S. Capillupo
Philip Gartland
Hon. Paul V. Hodges, Jr.
Alec J. Keller
Edward T. Lyons
Stephen L. R. McNichols
Hon. Joseph Montoya
Joseph B. Sullivan

1937

Rev. John F. Brady
Raymond E. Carper
Francis S. DeRose
Jack J. Doyle
Lawrence M. Henry
Victor L. Jacobucci
Alan W. Lutz
James R. O'Hern
Spalding Payne
Edward S. Ryan

1938

Charles F. Cassidy, Jr.
Jack J. Mays

1939

Charles H. Brittan
Robert V. Carroll
Paul J. Cella
Thomas W. Cherry
John F. Conway, Jr.
Philip J. Curtis
Robert D. Gray
Stanley M. Hall, Jr.
Gilbert B. Hesse
John A. Hickey
Dr. Francis A. Jacobs
G. Arthur Kulp
George J. Reinert
Joseph A. Yoleff
Thomas R. Young, Jr.

1940

Rev. Charles Salmon
John E. Schmitz

1941

John E. Abel
John F. Connors
Dr. James R. Costello
John M. Daly
Gerald H. Galligan
Robert H. Griffith
Robert M. Kelley
James Allan Kerr
Bernard W. Magor
Roland J. Zarlengo, M.D.

1942

William J. Baum
Philip J. Connealy
Ted Fonk
Leon A. Lascor
Francis E. McCabe, D.D.S.
John E. Thompson, D.D.S.
Nicholas F. Truglio
Fredrick M. White
Charles V. Zarlengo, M.D.
Rudolph R. Zehnder, Jr.

1943

George T. Ashen
Norman E. Brinkhaus, M.D.
John H. Cella
Edward A. Hencmann
Dr. James P. Hoare
Edward J. Kelly
Martin P. Lascor
James F. McConaty
Joseph P. McConaty
Marshall Piccone
Raymond F. Vanous
John A. Yelenick
John H. Zanon
Arthur W. Zarlengo

1944

T. Patrick Coursey
Frank E. Ford
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William E. Newland

1945

Dr. Gilbert W. Castellan
Thomas Egan
Elroy F. Goebel, Jr., M.D.
Thomas X. Kelley
Aldo G. Notarianni

1946

Emanuel Gargaro
Robert L. Kilker
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Michael E. Timmins

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Chenia A. Abegg
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Cyrus W. Partington, M.D.
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Robert J. Boland
Chester J. Borelli
Roland W. Coffey
Jules J. DeSalvo
Eugene H. McCloskey

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Daniel J. Phillips
Richard W. Sullivan
Dr. Edward J. Williams

1949

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Leno R. Battocchio
Sidney W. Bishop
Clement A. Bueche
Frank J. DeLorenzo
P. Pierre Dominique
Eugene A. Donohoue
John R. Dooley, Jr.
Mario Dorigatti
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James T. Regan
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James J. Sweeney
Arthur B. Vialpando, M.D.

1950

Robert J. Blind
Patrick Boland
Richard D. Casey
Joseph S. Chavez
Jerry J. Coursey, Jr.
Dr. Allan P. Crawford
John V. Crowe
Harold L. Dillinger
William T. Diss
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Leonard J. Doherty
James R. Egan
Robert F. Fiori
Edward F. Hanifen
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Michael J. Krupa
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Alfred Lambrecht
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W. Robert Patridge
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James P. Sheehan, Jr.
Richard F. Simms
John J. Tamburello
Thomas A. Waters
James E. Watson
Andrew E. Yaneck

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John F. Carroll
Vernon L. Case
Eugene F. Costello
Henry V. Covillo, Jr.
Roger DalVera
Virgil J. Dechant
Charles E. Diss
John J. Dore

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Marvin A. Hegarty
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Donald J. Kilker
James Lawler
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Thomas F. O'Keefe
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Matt R. Ward
Phillip J. Ward
Frank A. Weber
J. Bayard Young
John E. Zook

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James F. Curran
Thomas D. Fahey
Donald I. Griffith
James H. Hayden
William J. Hight
Thomas E. Jagger
Kenneth C. Keller
Richard J. Kemme, M.D.
Francis D. Lewers
Ronald V. Long
Daniel R. Lucy, M.D.
Thomas P. Lundy
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William R. Matt
James P. McGruder
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James A. Murphy
Fred J. Patridge
Keith J. Peetz
Dr. Dale F. Pollart
Elliott Rice
Elizabeth M. Salmon
Lt. Col. James S. Villotti
Wallace B. Westerman

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Joseph R. Albi
Ernest P. Barlock, M.D.
William J. Blalack
John J. Bousseilaire
Rudolph A. Brada
Leonard V. Carlin
James R. Connell
Francis B. Corry
Thomas K. Earley, M.D.
George H. Eckert
Edward W. Floyd
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Martin T. Griffith
Michael D. Groshek
Rev. Richard C. Hanifen
Daniel J. Harnett
Robert C. Kelly
Gilbert E. Kuntz
Vincent Lutz
John E. McFadden
Myron C. McGinley
Bernard M. McGowan
Dr. John J. Miller
Rev. Bernard B. O'Hayre
V. Joe Ridgeway
William J. Roley
James A. Ryan
Charles R. Sillstrop
Paul J. Toner, Jr.

1954

Patrick G. Cronin, D.D.S.
Daniel A. DiDonato
Joe M. Dyson
Sam C. Eccher
John J. Erger
J. Michael Farley
Robert W. Freimuth
Ralph L. Gosselin
Robert E. Grund
Bernard L. Jacques
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William L. Kerrigan
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John M. Werner

1955

Martin J. Andrew
Russell J. Beirich
Thomas J. Crotty
Eugene A. Dell
Kevin J. Feely
Philip C. Fertitta
Donald E. Gallegos
Walter F. Imhoff
John C. Jansen
Richard D. Jones
Robert M. Kelly
Mervin R. Lell
John E. McBride
Martin Moran
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Paul E. Reeves
Robert G. Reinhardt
Harry J. Sailor
Robert L. Schwartz
Edward V. Sweeney
Thomas J. Sweeney

1956

Vincent Beck
Albert Bellio
William J. Bergin, Jr.
Edmund J. Boyce, Jr.
Robert F. Brockish
Nicholas D'Amore
Gerald Frankenreiter
John T. Grace
Rev. Leo R. Horrigan
Joseph M. Imhoff
Donald A. Kaufhold
Frank J. Kinney, M.D.
Joseph V. Libonati
Ralph B. Long
Paul V. Murray, Jr.
James B. O'Boyle
Henry A. Pohn
Gerald Powell
Richard A. Salada
Richard M. Schafbuch
William M. Shannon
Donald C. Smith

1957

P. Q. Beacom
Joseph R. Berberick
Robert B. Borkovec
Charles Carroll
Donald A. Cerrone, M.D.
Robert H. Chauvin
Leo P. Cremins, Jr.
James N. Cushner
Thomas J. Danahey, III, M.D.

William J. Deline
Louis DePaemelere
J. Patrick Doyle
William R. Earley, D.D.S.
Marguerite D. Eiberger
Thomas E. Elnen
Paul S. Erramouspe
Paul J. Foley, Jr.
Merlin J. Hellman
Bernard V. Jones
John E. Kirchner, Jr.
Eugene L. Lamansky, Jr.
Jacqueline Dell Lang
Rev. Edward T. Madden
Joseph A. McNulty
Edward L. Moorhead, II, M.D.
Dale G. Ries
Richard J. Rydberg, D.D.S.
Gerald E. Schmitt
Wallace C. Shannon
John Spensieri
Harold J. Wanebo, M.D.

1958

William J. Bollwerk
Richard N. Cabela
Rev. Michael J. Cavanagh
Donald J. Champeau
Lloyd J. Churchill
Edward L. Curran, Jr.
James P. Dahaney
Catherine Fox
John V. Halaska, Jr.
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A. Thomas Mansfield, D.D.S.
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Eugene P. O'Neal
Richard L. Rohrer
Paul A. Rotar
Irvin P. Sandoval
Anthony F. Santopietro
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James R. Sena
Francis C. Shyne
Gerald Starkey, M.D.
William R. Valentine
William L. Vorce
Joseph P. Weber
Martin W. Welles, Jr.

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Augustus A. Aquino, M.D.
C. Thomas Bastien
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James P. Butler
Carl L. Cecchine, Jr.
Leo A. Chioloro
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Steve B. Humann
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William M. Brady
Anthony J. Cloutman
George F. Coughlin
Thomas A. Davidson
Barry T. Dawson
David C. Dobbs
Dr. Terrence E. Dooher
Louis V. Doyle
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James J. Huppert
Thomas P. Joyce
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Rev. Andrew M. Klein, Jr.
Lawrence C. Klein, M.D.
William C. Mangus
Mario J. Mapelli
J. Keith Meisel
James E. Obst
John J. Randolph, M.D.
David A. Rottino
Roger H. Talich
Ernie S. Tenderich
Terry Welsh
William J. Zivic

1961

Dr. Theodore J. Barth, Jr.
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Donald Cowan
Paul V. Dugan
Michael E. Dunn, D.D.S.
Anthony M. Dursey
James C. Gottschalk
William B. Houston
Kenneth Joule
Raymond G. King
T. Michael Koning, D.D.S.
T. Richard Lazzeri
C. Dennis Marks
Charles B. McCormick, Jr.
John L. McCoy, Jr.
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W. Thomas Murnan
Dennis L. Norton
Christopher J. O'Donnell
Capt. Owen P. O'Meara, M.D.
Peter J. O'Neal
Ellsworth C. Richards, Jr.
Joseph G. Ryan, Jr.
P. Michael Sargent
Jerome H. Schropfer
John W. Scott
Ronald L. Skoglund
James B. Taylor
Frederick S. Tenderich
Thomas J. Tracy
James J. Waters, III
Albert E. Zarlengo, Jr.

1962

Fred A. Albi
Charles F. Brown
Del J. Ellis
Frances S. Klapper
Paul A. Maley, Jr.
Dennis M. McDaniel
Ronald W. Moschel
John A. Mura
Lawrence J. Nau
Bernard T. O'Leary
Robert D. Pipkin, M.D.

Robert F. Pfeffle, D.D.S.
Charles A. Ramunno
George E. Reid, S.J.
Donald J. Ricken
Thomas A. Turner
Gilbert D. Valdez
William J. Wethington

1963

Philip J. Archibeck
Thomas J. Beatty
Theodore V. Benavidez
Edward B. Coughlin, Jr.
Patrick L. Cronin
Daniel J. Dalpes
Patrick K. Dawson
Timothy P. Donovan
Gerald R. Dooher, M.D.
Michael P. Doyle
Albert L. Drumright
Frank X. Dwyer
Joseph M. Fanganello
Richard C. Feely
Gerald L. Frawley
Earl L. Gallipeau
Anthony A. Iacovetta
Daniel J. Kammer
William J. Lombardo
Brian Maguire
Andrew J. Martinez, Jr.
Steven J. McCarthy
Mark T. Peddecord
Gary T. Potter
Richard F. Rudolph, Jr.
James L. Schmit
John M. Stark
Charles L. Swanson
Olga Vrtatko
James W. Warner, Jr.
C. David Yezzi

1964

Michael J. Adamson
Edward D. Allan
Robert B. Brisnehan
Francis J. Carney
Michael A. Curran
James S. Doyle, III
Dennis D. Driscoll
Murray Feldman
Robert O. Forest
Fred W. Gibson
James J. Hackett
Lt. James O. Hix, III, D.D.S.
Thomas J. Kelly
Joseph C. Lane
Michael J. Marotta
W. Burke Mac Donald
Kenneth J. McNealy
Joseph R. Murphy
Larry T. O'Hayre
Ralph J. Redfern
Raymond E. Schramm
Steven P. Thalín
Vance V. Vogt
Joseph C. Weber
Leo J. Wherley

1965

Ronald D'Ascenz
Hanley Dawson, III
Frank L. Donovan
Terrance M. Flaherty
Michael L. Johnson
Karl J. Keffler
Roger S. Maggio
William J. Meurer
Roger L. Pomainville
Guy A. Simon
John S. Wallner
James B. Wanebo

1966

David A. Dierks
Kenneth S. LaRusso
Lawrence D. Marquez
Lt. John J. Martin, M.D.
Edward J. Meier
Herbert J. Mortland
Elmer E. Mozee
James F. O'Hare
Richard M. Scherer
Vincent A. Zarlengo

1967

Raymond L. Buckley
A. Joseph Cirrincione
Roy D. DeMars
Robert B. Dunn
George J. Gisin
Michael F. Grace
Robert J. Kucera
William H. Langley, Jr.
George R. Maupin
Leo S. McGee
Brian M. McGuire
Mary Jean Moran
David E. O'Hayre
Patrick J. O'Malley
Joanne A. Ragan
Francis J. Reinert
Neil J. Rudolph
Edward J. Sirovatka, Jr.
Michael J. Sise
Joseph M. Sloan
William J. Swindle, Jr.

1968

Daniel F. Conroy
James V. Donoghue, Jr.
Georgia K. Dupree
John R. Etzkorn
Steven V. Grande
George A. Ketchel
E. Peter Krier
Sister Magdalene Lenges,
O.L.V.M.
Albert L. Maisie
Donald C. Milner
Robin J. Rockney
Charles W. Weber
John S. Wodniak
Joseph R. Zahn

1969

John F. Dwyer
William C. Ertmer
William J. Fortune
Rev. Mr. Paul T. Max
Lt. Thomas C. Nickolai
Richard S. Power
Michael C. Speich

1970

John P. Budinger
David D. Conway
Virgil E. Knackstedt
Michael E. Trauscht
William J. Witchger

1971

John A. Caruso
Michael L. Charnicki
James P. O'Donnell
William E. Shanley, Jr.
Robert E. Steger
Joan M. Valko
Bryce S. Weeks
Heinz G. Weissbeck
Ronald C. Zarlengo
Paul R. Zurkühlen

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Fred P. Albi
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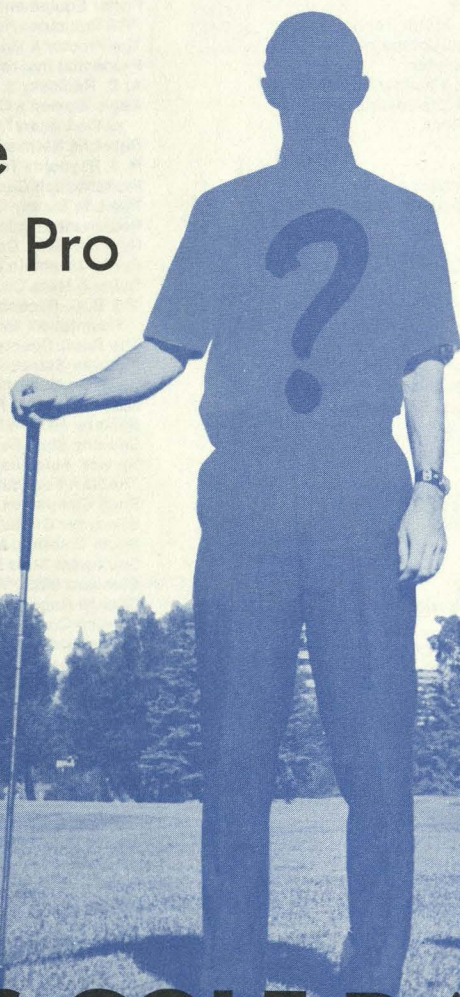
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